

# Philadelphia Commission on Universal Pre-Kindergarten

*Appendices*  
*April 15<sup>th</sup>, 2016*



## Appendices

### Table of Contents - Appendices

Appendix A: Community Input from Public Hearings .....	2
Appendix B: Community Meeting Report .....	19
Appendix C: Glossary .....	36
Appendix D: List of Persons Consulted.....	39
Appendix E: Existing Quality Improvement Supports .....	39
Appendix F: Existing Quality Expansion Supports .....	42
Appendix G: Quality Pre-Kindergarten - Needs vs. Availability .....	43
Appendix H: Proposed Governance Model .....	43
Appendix I: Essential Components of Quality Pre-Kindergarten.....	45
Appendix J: Pre-K Funding Analysis of Cities and States in United States .....	46
Appendix K: Summary of Crosswalk for Quality Standards .....	51
Appendix L: Authentic Assessment for Pre-K.....	54
Appendix M: Early Childhood Education Teachers 2.0 .....	54
Appendix N: Family Cost of Care by Percentage of Federal Poverty Line .....	56

## Appendix A: Community Input from Public Hearings

### Public Hearing I

September 30, 2015, 4:00–6:00 p.m.

Room 400, City Hall

#### Testifiers

Chris Ambrose, Montgomery Early Learning Center

William Capers, Olde City Day School

Cherie Crosby, Manor College

Heather David-Jones, FACTS Charter School

Quibila A. Divine, Citizen’s Consulting Group and Committee Person, 11th Ward

Kevin Dow, United Way

Marvin Dutton, Marvin’s Education Services

Amy Friedlander, Early Childhood Education Workforce Transformation Initiative

Mary Graham, Children’s Village

Carol William Greene, former teacher

Makeeda Holley, District 1199C Training and Upgrading Fund

Steve Honeyman, organizational development consultant

Rachel Honore, West Philadelphia Action for Early Learning

George Jackson on behalf of Jerry Jordan, Philadelphia Federation of Teachers

Beth Joseph, Early Childhood Environments, Inc.

Mark Kehoe, Brightside Academy

Karel Kilimnik, Alliance for Philadelphia Public Schools

Suzann Morris, DVAEYC

Ellen Ramage, Refugee Resettlement Center

Dolores Shaw, Parent

Leslie Spina, Kinder Academy

Shawn Towey, Public Citizens for Children and Youth

Natalie Renew, Public Health Management Corporation

James Waddington, PA Early Learning Investment Commission

### Universal Pre-K First Public Hearing Themes September 20, 2015

THEMES	MATCHING SUPPORTIVE STATEMENTS
<b>1. Funding</b>	<ul style="list-style-type: none"> <li>• “Investments support long-term gains for city to thrive and strengthen workforce, economy and communities” (MN)</li> <li>• “Recognize financial challenges for quality child care providers (it costs more to provide quality with same funding)” (KD)</li> <li>• “Demand has increased for quality Pre-K but limited funding access to it especially to Pre-K counts” (DA)</li> <li>• Combine private/public pay, subsidies etc.</li> <li>• Recommends the Commission direct more resources to providers offering highest quality services (NR)</li> <li>• After 40 years in the field, what’s most important is funding (MG)</li> </ul>

	<ul style="list-style-type: none"> <li>• Commission first needs to look at funding; Universal Pre-K will not be successful if you choose to sacrifice quality for quantity; Universal Pre-K cannot be done well and cheaply (MG)</li> <li>• Pre-K funding should be coming in from federal government and hopefully soon from the State (KK)</li> <li>• Rely on donations from business through the State Education Income Tax Credit” (CA)</li> <li>• Combine private/public pay, subsidies etc.</li> <li>• Said data based on research about the cost of care by the Nonprofit Finance Fund (NFF) should not be based as the basis of financial projections (NR)</li> <li>• (MG) Child Care Works (subsidy) provides lowest level of reimbursement per child/hr., Pre-K Counts provides highest reimbursement at \$8.89/hr., per child)</li> <li>• Reimbursement rates can’t only fund teacher compensation; they also have to pay for children’s nutritional services, behavioral health, rent etc. (MG)</li> <li>• Cuts were not for lack of resources but because of fiscal mismanagement of Title I funds (GJ)</li> <li>• Educators need to play a major role in design of UPK if it is to succeed (GJ)</li> <li>• Local, state, and federal funds can be redirected to Universal Pre-K (ST)</li> <li>• Need mixed income and diverse classrooms (ST)</li> <li>• Need public buy-in through an education tax(ST)</li> <li>• Daughter is currently a Pre-K Counts student (HDJ)Last year program was cancelled for lack of funding (HDJ)</li> <li>• Urged Commission not to use taxes as funding source – not sustainable (HDJ)</li> <li>• Waitlists for many quality programs are over a yearlong and finding good child care is challenging - not enough transparency for parents going through process (SM)</li> <li>• Quality, affordable ECE is needed to create economic opportunity for families (ER)</li> <li>• Noted the disparity in what people could afford for ECE between different neighborhoods (WC)</li> <li>• Many Philadelphia residents simply cannot afford quality programs (WC)</li> <li>• Noticed that there are not millennials on the Commission (MD)</li> <li>• Commission needs to engage newer organizations as well (MD)</li> <li>• Urged Commission not to “throw money” at the same institutions that already receive it (MD)</li> <li>• Noted that primarily Black and Latino communities are in poverty and require these services (MD)</li> <li>• Contribution from City creates political buy-in. Should be a targeted tax, not</li> </ul>
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	just a part of the operating budget (SH)
<b>2. Equitable &amp; Sustainable Programs</b>	<ul style="list-style-type: none"> <li>• “...to find equitable and sustainable solution to guarantee universal Pre-Kindergarten” (MN)</li> <li>• “Need to look at sustainability of the workforce, current and future compensation needs” (CA)</li> <li>• Expectation should be that all children receive equal educational opportunities; should not be the exception (LS)</li> <li>• Need to look at sustainability of the workforce, current and future compensation needs (CA) <ul style="list-style-type: none"> <li>• o Called for support of all programs in low-income communities regardless of whether they participate in Keystone Stars (QD)</li> </ul> </li> <li>• because most children go on to attend chronically failing K-12 schools (QD)</li> <li>• Include communities in decision-making process (QD)</li> <li>• Need to create consistency for children, no matter how much a parent can pay (WC)</li> <li>• Urged equity and quality Pre-K throughout Philadelphia (SH)</li> </ul>
<b>3. Quality</b>	<ul style="list-style-type: none"> <li>• “Quality programs provide more than academic content; help children with emotional and social development.” (ER)</li> <li>• United Way shares the City’s commitment to ensuring every child has a quality early education” We need to work together to make this happen (KD)</li> <li>• Not enough quality seats currently (LS)</li> <li>• Commission needs to emphasize quality settings” (CA)</li> <li>• Cannot simply create Universal Pre-K, must be quality</li> <li>• Her children and grandchildren benefitted from -quality Pre-K even though, in grandson’s case, had to travel outside of the neighborhood to obtain in (DS)</li> <li>• Understands the need for quality, developmentally appropriate facilities (BJ)</li> <li>• Not enough quality seats currently, e.g. in 4 zip codes in Northeast Philadelphia alone there is a need for 10,000 more high quality seats (LS)</li> <li>• Quality is a given but it also looks different for everyone. (MK)</li> <li>• Brightside has a standard way of doing business, but there is variability from one location to the next and all locations don’t implement quality in the same way yet. He acknowledged problems with Brightside’s quality before he became CEO and said participation in Keystone STARS is requiring more uniform quality (MK)</li> <li>• Commission needs to emphasize quality settings (CA)</li> <li>• Southeast Regional Key (SERK) administers Keystone Stars in this region: offers grants, technical assistance, professional development including tuition vouchers for college coursework (NR)</li> <li>• Keystone Stars certifies compliance with performance standards</li> </ul>

	<ul style="list-style-type: none"> <li>• Expectation should be that all children receive equal educational opportunities; should not be the exception. (LS)</li> <li>• Continues to provide more resources to quality programs (3 and 4 STARS) o Provides resources to 1 and 2 STAR programs to help them move up o Rationale is that it costs more to run a higher quality program (NR)</li> </ul>
<p><b>4. Skilled/capable workforce</b></p>	<ul style="list-style-type: none"> <li>• “...make education a priority for more skilled and capable workforce that will grow city’s economy” (MN)</li> <li>• Teachers need to be well compensated (RH)</li> <li>• Provide technical assistance (QD)</li> <li>• Pre-K County makes finding the right teachers w/right credentials difficult (MG) Southeast Regional KEY (SERK) administers Keystone Stars in this region: offers grants, technical assistance, professional development including tuition vouchers for college coursework</li> <li>• Cannot find enough Pre-K Counts teachers (HDJ)</li> <li>• Avoid laying off good but un-credentialed ECE workers (QD)</li> <li>• Not just babysitting; credentials are not enough – teachers also need to develop skills (MK)</li> <li>• Continuity of care – there’s currently too much turnover (approximately 30%) in staffing</li> <li>• Training Fund helps adults find training, employment, services etc. (MH)</li> <li>• Designing Registered Apprenticeship with DVACEY</li> <li>• Low cost/high return training program (MH)</li> <li>• Southeast Regional KEY (SERK) administers Keystone Stars in this region: offers grants, technical assistance, professional development including tuition vouchers for college course work(NR)</li> <li>• Teachers should understand child development and early learning principles (LS)</li> </ul>
<p><b>5. Workforce Compensation</b></p>	<ul style="list-style-type: none"> <li>• Majority of ECE (Early Childhood Education) workforce is female and underpaid (AF)</li> <li>• Earn half of what Kindergarten teachers earn</li> <li>• Sector is not scaled – mostly small businesses or run by small non-profit (AF)s</li> <li>• Benefits often not offered (AF)</li> <li>• Many ECE teachers rely on public benefits themselves (AF)</li> <li>• High turnover in teachers results in poor continuity for children and undermines quality (AF)</li> <li>• ECE teacher compensation is a legitimate proxy for quality (AF)</li> <li>• Program requires higher quality teachers with advanced degrees but they’re not compensated well enough to attract them (HDJ)</li> <li>• Cited Oklahoma as a best practice example of All Pre-K teachers have college degrees and receive same pay as K-12 teachers (HDJ)</li> <li>• Retain skilled, high-quality teachers and staff who might not have degrees</li> </ul>

	<p>and certification (DS)</p> <ul style="list-style-type: none"> <li>• They cannot be fired for sake of new standards (DS)</li> <li>• Find a way to help them get certified (DS)</li> <li>• Current salary for ECE teachers and staff does not allow them to stay in their jobs (DS)</li> <li>• Most of the ECE workforce lives in poverty</li> <li>• Child care workers need access to skills training, degrees, competitive wages etc.</li> </ul>
<b>6. Family</b>	<ul style="list-style-type: none"> <li>• "... not only supports children through education but also families" (DA)</li> <li>• Families benefit from the relationships built with schools and programs (ER)</li> <li>• Families need full time care in order to work and break the cycle of poverty (LS)</li> <li>• Often families will send children to quality places but won't understand importance (CWJ)</li> <li>• Need to involve families more in order to succeed (CWJ)</li> <li>• Need to find ways to engage families/community (CWJ)</li> <li>• Need to provide alternatives for families who chose not to enroll in Pre-K (ST)</li> <li>• Parents need to be educated about early learning and developmental milestones (RH)</li> <li>• Many middle income parents are skeptical that plan is not designed to include them (SM)</li> <li>• Family pays a large portion of gross yearly income towards child care for one child (make too much to qualify for subsidies) (SM)</li> <li>• Many move out of Philadelphia to find more affordable options (SM)</li> <li>• Ex: some families might want to keep children at home (SH)</li> <li>• Ex: take into account issues of transportation/work schedule (SH)</li> <li>• Poverty is a challenge for all big cities and too many of Philadelphia's children are being left behind; must correct (MH)</li> <li>• Families need full time care in order to work and break the cycle of poverty (LS)</li> </ul>
<b>7. Access</b>	<ul style="list-style-type: none"> <li>• "Access and expansion to quality Pre-Kindergarten programs is in desperate need" (DA)</li> <li>• "Access regardless of income" (ER)</li> <li>• "Commitment to opportunities for young children to have access to programs" (MMB)</li> </ul>
<b>8. Benefits of Universal Pre-K</b>	<ul style="list-style-type: none"> <li>• ...school success" (ER)</li> <li>• Long-term effects on cognitive and social development due to early childhood programs (MMB)</li> <li>• "Quality programs provide more than academic content; help children with emotional and social development" (ER)</li> <li>• "Universal Pre-K will save school districts money in special education, remediation, grade repetition and will save the City in juvenile justice, welfare</li> </ul>

	<p>costs later“ (JW)</p> <ul style="list-style-type: none"> <li>• “First 1,800 days of a child’s life are crucial and should be treated as such” (MK)_</li> <li>• We’ve been missing the critical window for children before age five (JW)</li> </ul>
<b>9. Concerns of what we loose</b>	<ul style="list-style-type: none"> <li>• “Concerned with the loss of physical activity” (MH)</li> <li>• “Serve children’s interest; caution about programs that do not focus on child-directed play” (MH)</li> <li>• “We’ve been missing the critical window for children before age five - 60% of Philadelphia’s children will stay in the area, entering the workforce within 20 years” (JW)</li> </ul>
<b>10. Intentionality of curriculum</b>	<ul style="list-style-type: none"> <li>• Need a mixed system of public school and community options so families who need full day, full year care have this option (MK)</li> <li>• Early Childhood Education cannot be one size fits all (CA)</li> <li>• Plan should be flexible and based on mixed delivery system to meet diverse needs</li> <li>• We need full-day, full-year care (ER)</li> <li>• Will enable two-parent households to have two-wage earners, including her clients</li> <li>• Need to keep in mind importance of providing for trauma-impacted children by creating stable, consistent environments for children (ER)</li> <li>• Dosage – amount of time in program: Six hours a day, full year, birth to age 5</li> <li>• Avoid the trap of putting children in half-day slots to serve more, because it doesn’t work (MK)</li> <li>• ...Getting schools (11<sup>th</sup> &amp; 12<sup>th</sup> graders) to mentor preschoolers (nature walks, etc. (CW)</li> </ul>
<b>11. Outsourcing</b>	<ul style="list-style-type: none"> <li>• Reason given for outsourcing SDP Head Start slots in 2013 was that certified teachers cost too much.</li> <li>• Requirement for community-based agencies to receive funding for outsourced Head Start slots from School District was STAR 3 o 4 rating - Who is providing the oversight for divvying of 2,000 slots?</li> <li>• ASPIRA is a private agency that got slots but owes the School District money</li> <li>• Compared outsourcing crisis to outsourcing K-12 education to charter schools (KK)</li> <li>• Commission should withhold money if Pre-K programs are outsourced by School District of Philadelphia (KK)</li> </ul>
<b>12. Commission</b>	<ul style="list-style-type: none"> <li>• Noted that there are no ECE teachers on the Commission (KK)</li> <li>• Extend view beyond Pre-K =&gt; to third grade</li> <li>• Uncomfortable with A Running Start’s goal to advocate for all programs receiving public funding to participate in Keystone Stars (QD)</li> <li>• Cannot address Universal Pre-K without discussion of Philadelphia school</li> </ul>

	<p>system</p> <ul style="list-style-type: none"> <li>• Match low STAR-rated programs with high STAR rated ones for mentoring (QD)</li> <li>• Wants Commission to focus on oversight and accountability (MD)</li> <li>• Plan needs flexibility to account for diverse needs of neighborhoods (SH)</li> <li>• Need to consider race, class, and culture to create a system that works (SH)</li> <li>• (SH)</li> <li>• Plan needs flexibility to account for diverse needs of neighborhoods (SH)</li> <li>• Need to consider race, class, and culture to create a system that works (SH)</li> <li>• Low-income students start school a year or two behind their peers (ST)</li> <li>• “A Running Start Philadelphia should be considered by the Commission as a valuable resource” (MN)</li> <li>• Testimony called “A Cure to the Crimes We Have Committed” (CC)</li> <li>• From perspective of professor – most of her students are ill-prepared</li> <li>• Lack reading, writing, math skills based in Pre-K (CC)</li> <li>• Philadelphia has potential to act as a model for rest of state/country (CC)</li> <li>• Asked for a study of each neighborhood, similar to statewide education costing out study, to determine the needs of each neighborhood and resources already in place to meet these ...life up (rather than eliminate) low quality programs. Leadership of programs should reflect and be part of the community (SH)</li> <li>• Include community in the decision making process (QD)</li> <li>• Commission should focus on oversight and accountability (MD)</li> </ul>
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**Public Testimony**

**Kevin Dow, United Way:** Half of Philadelphia’s STAR 3 and 4 child care programs are graduates of United Way’s Success by Six initiatives. The Commission must recognize the financial challenges of providing quality child care.

**Jim Waddington, Lockheed Martin/PA Early Learning Investment Commission:** We have been missing the critical window to reach children before age five; this is important to the business community because most Philadelphia children will join the local workforce. Expanded Pre-K will save school districts money in special education, remediation, and grade repetition and will save the City in juvenile justice and welfare costs later.

**Mark Kehoe, Brightside Academy:** The first 1,800 days of a child’s life are crucial and should be treated as such. The Commission must consider dosage (at least six hours a day, full year, avoid half-day slots to serve more children); continuity of care (address staff turnover, adequate teacher pay, mixed delivery system); and intentionality in curriculum.

**Chris Ambrose, Montgomery Early Learning Center:** The Commission needs to emphasize quality settings. Early childhood education cannot be one size fits all. The plan should be a flexible, mixed-delivery system; combine private/public/subsidy pay; rely on donations from business through Education Income Tax Credit; address workforce sustainability and compensation.

**Leslie Spina, Kinder Academy:** The expectation should be that all children receive equal educational opportunities—should not be the exception. Teachers should understand child development and early learning principles. The plan should address gaps in geographic areas where there is a lack of quality slots. The plan should also consider the need for full time care in order for families to maintain work.

**Natalie Renew, Philadelphia Health Management Corporation (PHMC):** PHMC through Southeast Regional Key has to provide more resources to higher-quality programs and resources to 1 and 2 STAR programs for improvement because it costs more to run a higher-quality program. The Commission should direct more resources to providers offering highest-quality services.

**Mary Graham, Children’s Village:** After 40 years in the field, what’s most important is funding. The CCIS subsidy provides the lowest level of reimbursement per child/hour. Pre-K Counts provides the highest reimbursement per child/hour. This makes finding the right teachers with the right credentials difficult. Reimbursement rates can’t only fund teachers, but have to pay for rent, food, behavioral health, and so on. The Commission first needs to look at funding; expanded Pre -K will not be successful if you choose to sacrifice quality for quantity.

**Makeeda Holley, District 1199C Training and Upgrading Fund:** Child care workers need access to skills training, degrees, and competitive wages. The Training Fund helps adults find training, employment, services, and so on. 1199C is currently designing Registered Apprenticeship with DVAEYC, which is a low-cost/high-return training program.

**George Jackson on behalf of Jerry Jordan, Philadelphia Federation of Teachers:** Philadelphia’s Pre-K system is a shell of what it used to be. The decline started when Head Start was outsourced in 2013.

**Amy Friedlander, Early Childhood Education Workforce Transformation Initiative:** The majority of the early childhood education workforce is female and underpaid; they often earn half of what kindergarten teachers do. The sector is not salary scaled and there are often no benefits, leaving early childhood teachers to rely on public benefits. High turnover in teachers results in poor continuity for children and undermines quality. Early childhood teacher compensation is a legitimate proxy for quality.

**Carol Williams Greene:** Often families will send children to quality places but won’t understand the importance of their decision. Families and communities need to be involved more in order for children to succeed; it would be beneficial to use parks/public spaces to engage families. Older students can be used as a resource to mentor other students.

**Cherie Crosby, Manor College:** From her perspective as a professor, most of her students are ill-prepared and lack reading, writing, and math skills that are based in Pre-K. Philadelphia has the potential to act as a model for the rest of the State and country.

**Shawn Towey, Public Citizens for Children and Youth:** Low-income students start school a year or two behind their peers. Local, state, and federal funds can be redirected to expanded Pre-K. There is a need to provide alternatives for families who chose not to enroll in Pre-K. Classrooms should be mixed income and diverse, and it is important to have public buy-in through an education tax.

**Rachel Honore, West Philadelphia Action for Early Learning:** The Commission cannot simply create expanded Pre-K; it must be quality. Teachers need to be well compensated. Parents need to be educated about early learning and developmental milestones.

**Quibila Divine, Citizens Consulting Group and 11th Ward:** She is uncomfortable with *A Running Start's* goal to advocate for all programs receiving public funding to participate in Keystone STARS. Called for support of all programs in low-income communities regardless of whether they participate in Keystone STARS. The Commission must include the Philadelphia school system in the discussion because most children go on to attend chronically failing K–12 schools. Avoid laying off good but uncredentialed early childhood workers. Provide technical assistance. Match low STAR-rated programs with high STAR rated ones for mentoring. Communities must be included in decision-making processes.

**Heather Davis-Jones, FACTS Charter School:** There is difficulty finding enough Pre-K Counts teachers to meet the need—the program requires higher-quality teachers with advanced degrees, but they're not compensated well enough to attract them. Oklahoma should be considered as a best practice example: all Pre-K teachers have college degrees and receive the same pay as K–12 teachers. The Commission should not use taxes as a funding source, as this is not sustainable.

**Suzann Morris, DVAEYC:** Many middle-income parents are skeptical that the plan is not designed to include them. Waitlists for many quality programs are over a yearlong and finding good child care is challenging. There is not enough transparency for parents going through the process. Her family pays a large portion of gross yearly income toward child care for one child (make too much to qualify for subsidies).

**Ellen Ramage, Refugee Resettlement Center:** We need full-day, full-year care that will enable two-parent households to have two-wage earners, including her clients. Need to keep in mind the importance of providing for trauma-impacted children by creating stable, consistent environments for them.

**William Capers, Olde City Day School:** There is a disparity in what people can afford for early childhood between different neighborhoods. Many Philadelphia residents simply cannot afford quality programs. Need to create consistency for children, no matter how much a parent can pay.

**Dolores Shaw, Parent:** The current salary for early childhood teachers and staff does not allow them to stay in their jobs. Need to retain skilled, high-quality teachers and staff who might not have degrees and certification. They cannot be fired for sake of new standards, but the Commission should find a way to help them get certified.

**Karel Kilimnik, Alliance for Philadelphia Public Schools:** There are no early childhood teachers on the Commission. The Commission should withhold money if Pre-K programs are outsourced by School District of Philadelphia. Pre-K funding should be coming in from the federal government and hopefully soon from the State. The requirement for community-based agencies to receive funding for outsourced Head Start slots from School District was STAR 3 or 4 rating. Who is providing the oversight for divvying of 2,000 slots?

**Marvin Dutton, Marvin’s Education Services:** There are no millennials on the Commission. The Commission should focus on oversight and accountability. The Commission needs to engage newer organizations as well. The Commission should not to “throw money” at the same institutions that already receive it.

**Beth Joseph, Early Childhood Environments, Inc.:** She has experience developing and implementing Keystone STARS in various settings including a bilingual early childhood program in South Philadelphia. She understands the need for high-quality, developmentally appropriate facilities. She offered her services to help Commission.

**Steven Honeyman, Community Organizer:** He urged equity and quality Pre-K throughout Philadelphia. The Commission needs to consider race, class, and culture to create a system that works. There should be a study of each neighborhood to account for diverse needs. The plan needs flexibility to account for diverse needs of neighborhoods. The Commission should lift up (rather than eliminate) low-quality programs and the leadership of programs should reflect and be part of the community. For success, the Commission must extend view beyond Pre-K to third grade and must create political buy-in by getting contributions from the City outside of the operating budget.

## **Public Hearing II**

February 22, 2016, 3:00–7:00 p.m.  
Room 400, City Hall

### **Testifiers**

Allison Acevedo, United Way of Greater Philadelphia  
Colleen Bowen, Clara Barton School  
Ahn Brown, Nebinger Elementary School  
Denise Byrd; Kindergarten Teacher  
Terrell Davis, Settlement Music School, Kaleidoscope  
Stacy Dougherty, Clara Barton Elementary School  
Dewayne Drummond, Mantua Civic Association  
Terry Hayes, Southeast Regional Key (SERK)

Tameka Holman, Head Start Policy Council  
 Tiffany Gilliam, Head Start Policy Council  
 Willis Lee Jones, Head Start Policy Council  
 Jerry Jordan, Philadelphia Federation of Teachers  
 Eleanor Levie, National Council of Jewish Women, Southeast Pennsylvania Early Childhood Coalition (SEPECC), Home Instruction for Parents and Preschool Youngsters (HIPPY)  
 Michael Lowe, Cook-Wissahickon Elementary School  
 Sharon Marino, McClure Elementary School  
 Joe Martin, Acclaim Academy  
 Sharmain Matlock-Turner, Urban Affairs Coalition and READ! By 4<sup>th</sup>  
 Jerry McDonald, Caring People Alliance  
 Malcolm McGraw, MEM Associates  
 Kathy Brown McHale; President and CEO, SPIN  
 Kimberly Raley, Mariah Group  
 Lola Rooney, YMCA  
 Fatima Rogers, Charles W. Henry Elementary School  
 Christopher Routes, Diversified Community Services  
 Christianne Sevinc, Public Health Management Organization (PHMC)  
 Kate Shaw, Research for Action  
 Leslie Spina, Kinder Academy  
 Shawn Towey, Public Citizens for Children and Youth (PCCY)  
 Latasha Vanish, Head Start Policy Council  
 Le-Quyen Vu, IndoChinese American Council

**Universal Pre-K Second Public Hearing Themes February 22, 2016**

<b>THEMES</b>	<b>MATCHING SUPPORTIVE STATEMENTS</b>
<b>1. Benefits of Pre-K</b>	<ul style="list-style-type: none"> <li>• Quality Pre-K closes half of the achievement gap and increases social skills (KS)</li> <li>• Encourages the Commission to make decisions from a full body of evidence (KS)</li> <li>• They want quality early learning outcomes for children in challenging situations- less than ½ of 3<sup>rd</sup> graders are proficient in reading in Pennsylvania System of School Assessment (PSSA) (AA)</li> <li>• Every \$1 spent on early childhood education saves \$9-13 in future (KBM)</li> <li>• Children develop social, emotional, literacy, and leadership skills in Pre-K (KBM)</li> <li>• Preschool increases scores and high school graduation rates, and decreases crime rates (FR)</li> <li>• Pre-K saves money over the years (FR)</li> <li>• Universal Pre-K is the foundation for achievement in Philadelphia (FR)</li> <li>• Pre-K students have easier transitions to Kindergarten than students without Pre-K (FR)</li> <li>• 95% of her students attended Pre-K and they can read and write (FR)</li> <li>• All children deserve quality early education prior to kindergarten (CB)</li> <li>• Pre-K teaches print, pre-reading, reading left to right, and reduces summer slump of skills (CB)</li> <li>• Pre-K exposed students to organized classes, routines, and learning environments (CB)</li> <li>• Creates academic foundation for kindergarten (CB)</li> <li>• Reduces adjustment times and anxiety which can produce lower grades and attendance (CB)</li> </ul>

	<ul style="list-style-type: none"> <li>● Her students who didn't attend Pre-K lag behind those who did (SD)</li> <li>● Pre-K students perform better in all areas, especially social development, language development, confidence, and cooperation (SD)</li> <li>○ Affects teachers' abilities to teach</li> <li>● Pre-K helps students to develop skills for success for the rest of their lives (SD)</li> <li>● Pre-K is an extension of the school family because students need a seamless education transition (ML)</li> <li>● One of his previous students attended Pre-K and Pre-K allowed him to develop a plan for success and receive support in kindergarten for his speech delays (ML)</li> <li>○ Pre-K reduces special education needs in future</li> <li>○ Pre-K creates climate of respect and politeness</li> <li>● All individuals deserve respect and the options to develop their God-given potential (EL)</li> <li>● Pre-K develops lifelong love of learning (EL)</li> <li>● SEPECC thanks commission for the science behind the program (EL)</li> <li>● Her students who went to Pre-K are ready for school (DB)</li> <li>● They can leave their parents, understand the classroom environment, know letters, colors, shapes, and numbers (DB)</li> <li>● Academically, socially, and emotionally prepared for kindergarten (DB)</li> <li>● Pre-K makes the transition easier for the child, parent, and teacher (DB)</li> <li>● Kaleidoscope is a STAR 4 program that layers funding (TD)</li> <li>○ Students of all learning types exceed in language development, and self-restraint</li> <li>● Older daughter (who is now in college) developed a love of learning through Pre-K (TM)</li> <li>● As a principal, knows immediately which children have had Pre-K because they are better academically and socially prepared (AB)</li> <li>● As a parent, has seen the benefits of Pre-K first hand (AB)</li> <li>● Child who went to two years of Pre-K (not one) has been a life-long (AB)</li> <li>● One of the most important strategies in READ! Is quality early education for all 3 and 4 year-olds (SMT)</li> <li>● As a grandmother, has seen the benefit of Pre-K and reading (SMT)</li> </ul>
<b>2. Dosage</b>	<ul style="list-style-type: none"> <li>● Goal: increase access, attendance, dosage (full day/year), and quality (KS)</li> <li>● Follow D.C and NJ examples for enrollment and attendance (KS)</li> </ul>
<b>3. Funds</b>	<ul style="list-style-type: none"> <li>● We need to make sure funds go to their intended program and outcome (LS)</li> <li>● Dollars should be strictly for improving outcomes for students (LS)</li> <li>● Testified September 30, 2015 for adequate sustainable funding (JJ)</li> <li>● Funding from Pre-K can't take from k-12 funding (JJ)</li> <li>● Quality Pre-K is not cheap, and it takes time (AA)</li> <li>● Success by 6, which helps programs move from STAR 2 to 3. costs \$30,000 for one center to run for eighteen months (AA)</li> <li>● The true cost of quality is sustainability; quality is an investment (AA)</li> <li>● Existing quality providers at STARS 3 and 4 need support (YH)</li> </ul>

<b>4. Reporting</b>	<ul style="list-style-type: none"> <li>• Reporting practices for UPK should build upon existing structures (LS)</li> <li>• Instead of duplicating reporting processes, should streamline (LS)</li> <li>○ Could use PELICAN, ChildCare Works, ChildWare</li> </ul>
<b>5. Workforce Compensation</b>	<ul style="list-style-type: none"> <li>• Right now our two early intervention systems, Childlink and Elwyn, are insufficient (JM)</li> <li>• Recommends widening training of child care centers (JM)</li> <li>○ Budget, inventory, payroll training because they lack these skills</li> <li>• Special needs training for practitioners is far too limited (KR)</li> <li>• Children with IEPs are not receiving services in a timely manner (KR)</li> <li>○ Most only receive services twice a week</li> <li>• Need to bring contractors into classrooms with a more “hands-on” strategy (KR)</li> <li>• Teachers need training for evaluation and identifying special needs (SMT)</li> <li>• Increasing quality and spreading the message that quality matters is important (SMT)</li> <li>• Works at a STAR 4 facility but recently had to stay at a shelter because his income was so low and his ‘safety net’ disappeared (CR)</li> <li>○ Makes less than \$10 an hour</li> <li>○ Coming to work at his Pre-K Counts classroom is the highlight of his day</li> <li>○ His low income makes it hard to stay in an industry that he loves</li> <li>○ There’s a need to invest in the people helping to cultivate children</li> </ul>
<b>6. Family/Culture</b>	<ul style="list-style-type: none"> <li>• Parent involvement is mandatory; parents need to be positively involved (CB)</li> <li>• Adult education for immigrants and refugees is an important part of Pre-K (LV)</li> <li>• Consider families who don’t speak English and who come from other cultures</li> <li>• Universal Pre-K should help preserve culture (LV)</li> <li>○ There is a generation gap because children educated in America hold onto the American culture, while the parents hold onto the culture of the home country</li> <li>• Pre-K needs to strengthen the family relationship (LV)</li> <li>• Education helps realize the American dream (LV)</li> <li>• Education begins and is reinforced with families (EL)</li> <li>• Recommends parenting programs where parents work with schools (JM)</li> <li>• Family and community engagement is necessary for success in Pre-K (DD)</li> <li>• Pre-K must address the multiple cultures in Philadelphia (DD)</li> <li>• Dad’s aren’t sufficiently included in parent teacher conferences (DD)</li> <li>○ Teachers speak to mothers first</li> <li>• Reminded the Commission that early education is for parents as well (TM)</li> <li>• Low income children start school over one year behind and they stay behind (SMT)</li> <li>• Recommends that the Commission makes parental engagement a part of the program (TG)</li> <li>• Since joining in September, has been brought into the community(LV)</li> <li>○ Has seen the benefits of community engagement and parent involvement</li> <li>• Community and family engagement is critical (LSJ)</li> </ul>
<b>7. Offers to Provide Assistance</b>	<ul style="list-style-type: none"> <li>• PFT will participate with the Commission, parents, and teachers (JJ)</li> <li>• Urban Affairs Coalition is prepared to help to Commission (SMT)</li> </ul>
<b>8.</b>	<ul style="list-style-type: none"> <li>• Streamline data and administrative functions (CS)</li> </ul>

<b>Administration and Data</b>	<ul style="list-style-type: none"> <li>• Streamline data management to handle multiple funding streams (CS)</li> <li>• Ideas to alleviate administration and data management issues (CS)</li> <li>○ Single payer model with a single point of report</li> <li>○ Platform that integrates data management and city information</li> <li>○ Technical assistance and training for layering funding</li> <li>○ Universal Pre-K reporting aligned with funding and quality systems' reporting</li> </ul>
<b>9. Sustainability</b>	<ul style="list-style-type: none"> <li>• Kindergarten through 3<sup>rd</sup> grade needs support to sustain the investment made in Pre-K (TH)</li> <li>• Learning through play until 3<sup>rd</sup> grade can continue Pre-K investment (TH)</li> <li>• Kindergarten through 3<sup>rd</sup> grade needs support to sustain the investment made in Pre-K (TH)</li> <li>• Learning through play until 3<sup>rd</sup> grade can continue Pre-K investment (YH)</li> </ul>
<b>10. Unintended Consequences</b>	<ul style="list-style-type: none"> <li>• An unintended consequence of the plan may be reduced slots for infants and toddlers (TH)</li> </ul>
<b>11. STARS Concerns</b>	<ul style="list-style-type: none"> <li>• Need better definition for STAR 2 and 3 'ready' facilities (TH)</li> <li>○ The complexity of the standards makes it difficult for facilities to determine if they qualify for readiness or not</li> </ul>
<b>12. Concerns</b>	<ul style="list-style-type: none"> <li>• Current report doesn't include child care funds available through TANF (JM)</li> <li>○ This could triple funding without using more public funding</li> <li>• Report implies biggest obstacle is lack of administrative sophistication but in reality most families don't qualify for multiple funding streams (JM)</li> <li>• By using STARS for quality, businesses just starting out won't be able to participate (MM)</li> <li>○ This can be solved with waivers</li> <li>• There aren't enough quality certified teachers for the anticipated increase in slots (MM)</li> <li>○ Must find a way to increase wages</li> <li>• New service providers aren't used to the system (MM)</li> <li>○ They will need technical assistance</li> <li>• Need streamlined systems to make acquiring/renovating new buildings easier (KN+MH)</li> <li>• There is a huge need for Pre-K for high poverty areas and English language learners (SM)</li> <li>• Pre-K curriculum should be consistent and aligned with PA's early learning standards (SM)</li> <li>• The range of student preparedness creates inconsistencies in classroom (SM)</li> <li>• Often times, children's skills vary so greatly it becomes difficult to balance the classroom (SD)</li> <li>• HIPPO asks commission to recognize alternative programs as substitutes for classroom programs or as part of the mixed delivery system (EL)</li> <li>○ Celebrate diversity in learning</li> <li>• Commission should consider recommending an arts integration strategy (TD)</li> <li>○ Incorporate art, music, and other types of learning</li> <li>• Teacher training should also integrate arts into classroom (TD)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Settlement can be the model for the training</li> <li>● Residents in underprivileged areas are interested in Pre-K, but they need to be prioritized when offering resources (WLJ)</li> </ul>
<p><b>13. Kindergarten Issues</b></p>	<ul style="list-style-type: none"> <li>● Kindergarten is the new 1<sup>st</sup> grade, but most students enter kindergarten unprepared (ST)</li> <li>● Kindergarten readiness is defined by Kindergarten Entry Inventory (KEI) which are observations for teachers, not tests (ST) <ul style="list-style-type: none"> <li>○ Social/emotional, language, math, approaches to learning, physical development</li> <li>○ Most children lag on these indicators</li> </ul> </li> <li>● Children learn through play, not through sitting quietly (ST)</li> <li>● Head teachers need at least a Bachelor’s degree, preferably Master’s in ECE (ST)</li> <li>● Need consistency in Pre-K and kindergarten standards and objectives (SM)</li> <li>● Students without early education struggled in Kindergarten (LR)</li> <li>● Ability to learn through play wasn’t optimal and they didn’t have a large vocabulary (LR)</li> <li>● Began teaching Kindergarten and worked up to 12<sup>th</sup> grade (LR) <ul style="list-style-type: none"> <li>○ The same struggles in Kindergarten follow the students through all school years</li> <li>○ Didn’t matter by race or socioeconomic standing</li> </ul> </li> </ul>

**Public Testimony**

**Kate Shaw, Research for Action:** The Commission should make decisions using a full body of evidence and look towards Washington D.C. and New Jersey as examples for enrollment and attendance. The Commission’s goal should be to increase access, attendance, dosage, and quality.

**Leslie Spina, Kinder Academy:** Reporting practices for Pre-Kindergarten should build upon existing structures. For example, PELICAN, Childware and other programs should be streamlined. The Commission should ensure that dollars strictly go towards improving outcomes for students.

**Jerry Jordan, Philadelphia Federation of Teachers:** Funding for Pre-Kindergarten cannot take away from K-12 funding. The Philadelphia Federation of Teachers encourages the Commission to continue soliciting public input and PFT will support this effort.

**Allison Acevedo, United Way:** Quality Pre-Kindergarten is not cheap and takes a great deal of time. The Commission must target children in challenging situations.

**Terry Hayes, Southeast Regional Key:** Existing quality providers at STARS 3 and 4 need support. Part of this includes better defining what we mean by STAR 2 and 3 ‘ready’ facilities.

Additionally, the plan must be in the context of birth to third grade learning, accounting for potential effects on infant and toddler classrooms and recommending learning through play through third grade.

**Jerry McDonald, Caring People Alliance:** The first draft of the report (released February 2) does not include child care funds through TANF which has the potential to triple funding. Report must include that many families don't qualify for multiple funding streams.

**Malcolm McGraw, MEM Associates:** The Commission should recommend the use of waivers to solve for the problem of programs that are not currently using STARS for quality but are of quality. New service providers will need technical assistance.

**Kathy Brown, SPIN:** The City needs streamlined systems to make expansion for quality programs easier. This especially includes systems that will make acquiring and renovating new buildings easier.

**Christianne Sevinc, Public Health Management Organization (PHMC):** Administrative functions and data management must be streamlined to handle multiple funding streams. To alleviate administrative and data management issues could: use a single payer model, create a platform that integrates data management and city information, provide technical assistance and training for layering funding, and align reporting systems.

**Fatima Rogers, Charles W. Henry Elementary School:** Students who attend Pre-K have easier transitions into Kindergarten than students without Pre-K. Pre-K will save the City money over the years.

**Colleen Bowen, Clara Barton School:** Parents need to be positively involved in their children's education. Quality Pre-K reduces adjustment times and anxiety which can produce lower grades and attendance.

**Le-Quyen Vu, IndoChinese American Council:** Adult education for immigrants and refugees is an important part of Pre-K. The Commission's report must consider families from other cultures and families that do not speak English. Pre-K can also help to preserve cultures.

**Sharon Marino, McClure Elementary School:** There is a huge need for Pre-K in high poverty areas and areas with English language learners. There needs to be consistency in Pre-K and Kindergarten standards and objectives.

**Stacy Dougherty, Clara Barton Elementary School:** Students who didn't attend Pre-K lag behind those who did. Oftentimes children's skills vary so much in one classroom that it becomes difficult for a teacher to balance the classroom.

**Michael Lowe, Cook-Wissahickon Elementary School:** Pre-K is an extension of the school family because children need a seamless educational transition. Pre-K reduces the need for special education and creates a climate of respect.

**Eleanor Levie, National Council of Jewish Women, Southeast Pennsylvania Early Childhood Coalition (SEPECC), Home Instruction for Parents and Preschool Youngsters (HIPPIY):** Commission should celebrate diversity in learning by recognizing alternative programs as substitutes for classroom programs or as part of the mixed delivery system,

**Denise Byrd, Kindergarten teacher:** Students who attend Pre-K can leave their parents, understand the classroom environment, know their letters, shapes, colors and numbers. Pre-K makes the transition to Kindergarten easier for the child, parent, and teacher.

**Lola Rooney, YMCA:** Children who don't experience Pre-K have more difficulty learning through play later on. The same struggles children have in Kindergarten follow students throughout all school years, no matter their race or socioeconomic status.

**Terrell Davis, Settlement Music School:** Commission should consider recommending an arts integration strategy to incorporate art, music, and other types of learning. Teacher training should also integrate arts into the classroom, using Settlement as a model.

**Joe Martin, Acclaim Academy:** Currently our two early intervention systems – Childlink and Elwyn - are insufficient. The Commission should widen training for child care center to assist with budget, inventory, and payroll training, and include a recommendation for parenting programs.

**Dewayn Drummond, Mantua Civic Association:** Family and community engagement are necessary for success in Pre-K. The Commission's plan must address the multiple cultures that exist in Philadelphia. Fathers are also not sufficiently engaged in their children's learning and need to be brought to the table.

**Tameka Holman, Head Start Policy Council:** As a Head Start parent, has seen the first-hand benefits of Pre-K. The Commission should keep in mind that early education benefits not only children, but their parents as well.

**Ahn Brown, Nebinger Elementary School:** As a principal, knows immediately which children have had Pre-K because they are better prepared academically and socially.

**Kimberly Raley, Mariah Group:** Special needs trainings for practitioners is currently far too limited. Children with IEPs are not receiving services in a timely manner. The Commission should recommend bringing contractors into classrooms with a more "hands-on" strategy.

**Sharmain Matlock-Turner, Urban Affairs Coalition and READ! By 4<sup>th</sup>:** Teachers need training for evaluation and identifying special needs children. The Commission should be focused on increasing quality and spreading the message that quality is important.

**Willis Lee Jones, Head Start Policy Council:** Residents in underprivileged areas are interested in Pre-K but they need to be better engaged and they need to be prioritized when offering resources.

**Tiffany Gilliam, Head Start Policy Council:** The Commission should include in their recommendations a parental engagement program.

**Latasha Vanish, Head Start Policy Council:** Since enrolling her daughter in Head Start in September, she has been brought into the community as a parent. The Commission's report should include community engagement and parent involvement.

**Christopher Routes, Diversified Community Services:** Works as an assistant teacher at a STAR 4 facility but recently had to live in a shelter because his income is so low and his 'safety net' disappeared. The Commission needs to make an investment in the people that are helping to cultivate these children.

## **Appendix B: Community Meeting Report**

### **Pre-Draft Report Meetings**

#### Purpose of Community Outreach Meetings

- Provide an opportunity to share the Commission's work with the community at large.
- Invite area elected officials to become informed about the Commission's work.
- Provide a forum for ECE providers, parents, workers, and community members to discuss concerns about quality child care programs including Keystone STARS, financial and technical support, and so on.
- Enable participants to make recommendations to the Commission.

#### Dates, Locations and Participation - Community Outreach Meetings Pre Draft Report

1. November 19, 2015, West Philadelphia, West Philadelphia High School: 17 participants
2. December 3, 2015, North Philadelphia, Church of the Advocate: 55 participants, including a representative from State Representative Curtis Thomas's office and a reporter from the *Notebook*
3. December 8, 2015, South Philadelphia, South Philadelphia High School: 14 participants

#### Questions to ECE Community Presenters with Discussion and to Large Group with Discussion

- Describe your job-related responsibilities/the criteria you used to select an ECE program.
- Describe your challenges as a provider/worker/parent.
- Describe solutions you used to address challenges and identify the supports you still need.
- Describe your concerns about providing quality and/or meeting Keystone STARS standards.
- Provide recommendations to the Commission.

#### Participants

- Providers
- Directors (ECE Center and Family Providers)
- Workers
- Parents
- Community
- Early Childhood Education Students
- Staff Member & Information—DVAECY
- Staff Member & Information—West Philadelphia Action for Learning
- Information—1199C Training & Upgrading Fund
- Commission Members
- Staff Members—Office of the Mayor

**Conclusion:** Even though there was a limited number of Community Outreach Meetings held before the February 2 release of the draft report was quite informative. The meetings provided more information about and understanding of the complexities involved in providing early childhood education in our communities. The early childhood education (ECE) community itself is diverse with equally diverse concerns related to their programs: type of program, location, services provided to families, funding (including subsidies and parent fees), supportive services provided to program, need for staffing, staffing certification, parent needs and engagement, and standards of quality. The community is fragmented and operating in a changing reality that will impact each differently but significantly. The small centers/providers and programs considered low quality may be impacted initially and most severely as Philadelphia embraces universal Pre-K. Many provide services to children from economically distressed families and/or traditionally underserved neighborhoods where costs and convenience of location are the decisive factors in selecting a Pre-K program.

Many participants) were uninformed about the creation of the Philadelphia Commission on Universal Pre-K and certainly did not know about the Public Hearings held in City Hall on September 30, 2015. They complained about being “left out” of the decision making process and feared for their businesses and jobs. Nonetheless, they support universal Pre-K and made recommendations as to how a plan for universal Pre-K in Philadelphia can be successful in growing quality programs and staffing to meet the needs of the “least of us” as well as accommodate growth in existing quality designated programs. As documented in the attached Community Outreach Report and Survey, the ECE community does not want decisions made for or about them—they want to be at the table, part of the discussion, and part of the decision making process.

Themes/Supports	Issues/Questions	Concerns/Fears/Consequences	Recommendations/Assurances
Philadelphia Commission on Universal Pre-K	<ul style="list-style-type: none"> <li>• Purpose of Commission?</li> <li>• What is the Commission?</li> <li>• Framework for the Commission’s Plan?</li> <li>• What is universal Pre-K?</li> <li>• Report may duplicate</li> </ul>	<ul style="list-style-type: none"> <li>• Ignorance of the Commission and Universal Pre-K will result in ECE providers, workers, and families being left out and cause</li> </ul>	<ul style="list-style-type: none"> <li>• Inform the public more about universal Pre-K and the work of the Commission</li> <li>• Align report scope with PA Supports Initiatives—TEACH PD</li> <li>• City stay out of the business of Child care and not compete with community ECE</li> </ul>

	rather than complement PA Efforts	them to miss opportunities <ul style="list-style-type: none"> <li>• A Running Start Philadelphia will provide framework for the Commission’s report/plan</li> </ul>	providers <ul style="list-style-type: none"> <li>• Develop report/plan inclusive of all ECE programs/ stakeholders</li> <li>• Research how preschoolers are affected as infants and toddlers —planning for and assessing birth to kindergarten child development needs</li> </ul>
Funding	<ul style="list-style-type: none"> <li>• How will Commission fund the plan?</li> </ul>	<ul style="list-style-type: none"> <li>• Funds/ subsidies will be removed from centers/ providers</li> </ul>	<ul style="list-style-type: none"> <li>• Guarantee funds remain in neighborhoods especially in economically challenged / least-served communities</li> <li>• Look at Funding Report completed by Michael Galvan (Mayor Kenney’s transition team)</li> </ul>
Inclusion	<ul style="list-style-type: none"> <li>• Inclusion of ECE program directors, family providers, workers, and parents in the decision making process— include them at the table</li> <li>• Methods used to ensure Commission and universal Pre-K information reaches all ECE providers impacted, 80% of whom are not considered quality</li> </ul>	<ul style="list-style-type: none"> <li>• “I am not part of your plan” = home child care provider</li> <li>• Voices of child care providers/ centers and families ignored— considered unimportant and not necessary</li> <li>• Funds/subsidies will be removed from ECE providers/ programs considered low quality</li> <li>• Fears Commission will ignore/ shut out small providers</li> </ul>	<ul style="list-style-type: none"> <li>• Need inclusion for all centers, programs, and providers</li> <li>• Need inclusion of representatives from all ECE stakeholders/providers at the table and in the decision making process</li> <li>• Creation of an ECE community alliance</li> <li>• Support current ECE Pre-K teachers/workers</li> <li>• Prioritize recruiting certified teachers</li> <li>• Uniform ECE days/hours</li> <li>• Support small/family providers and be mindful of them when creating standards</li> <li>• Host community meetings after the draft report/plan is completed—informing the community</li> </ul>
Unintended consequences	<ul style="list-style-type: none"> <li>• What happens to independent providers?</li> <li>• Disregard for diversity and inclusion in considering ECE programs, including daycare</li> <li>• Building on fragile ECE system</li> <li>• Providers organize to press their concerns and recommended solutions—organizing to be respected and have their voices heard</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/families will lose their subsidies</li> <li>• Small centers and family providers lose clients and then their businesses</li> <li>• Smaller and family-run ECE programs will be closed</li> <li>• Create economic hardship for small daycare providers and communities they serve</li> <li>• Foster inconvenience for parents/ families</li> <li>• Creating/ building/ expanding ECE programs/ daycare in underserved neighborhoods will not happen or will not be a priority</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation and plan must be broadened to include full spectrum of daycare/ECE providers/services</li> <li>• Make universal Pre-K available to small/family providers</li> <li>• City delay push for universal Pre-K to initially focus on increasing rate of reimbursement and building capacity</li> </ul>
Quality	<ul style="list-style-type: none"> <li>• Reviewing universal Pre-K models used by other cities?</li> <li>• Philadelphia’s unique challenges?</li> <li>• Plans to improve quality in low-quality programs?</li> </ul>	<ul style="list-style-type: none"> <li>• Affect a concentration on existing high-quality programs at the expense of growing quality programs in economically</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed model delivery with everyone involved</li> <li>• Pre-K system with high-quality programs available in every neighborhood</li> <li>• Growing quality by providing supports to non-high-quality providers</li> <li>• Plan must include producing/ supporting highly</li> </ul>

	<ul style="list-style-type: none"> <li>• How will you support parents who chose child care/ Pre-K programs for convenience, cost, culture?</li> <li>• What is considered quality?</li> <li>• Who assures quality and how?</li> </ul>	<p>challenged communities / neighborhoods</p> <ul style="list-style-type: none"> <li>• Using Keystone STARS as a punitive tool to eliminate non-stars or low-quality programs</li> </ul>	<p>qualified teachers—accessible training/workshops, coaching, mentoring, and monitoring</p>
<p>Quality ECE programs (centers/ family)</p> <p>Curriculum/ learning outcomes</p>	<ul style="list-style-type: none"> <li>• What is quality?</li> <li>• Quality is costly</li> <li>• 65% of 19104 ECE programs are low quality</li> <li>• 90% of children in high-quality ECE centers come from outside the 19104 community</li> <li>• Main parent concerns when choosing programs: safety, cost, convenience, culture</li> <li>• Possible focus group fatigue</li> <li>• Providers are not compensated at a quality rate</li> <li>• Urban centers need an alternate quality rating system, e.g., use of city parks that are often dirty</li> <li>• What is “school ready?”</li> <li>• Pre-K becoming like kindergarten with emphasis on academics and de-emphasis on gross motor skills and other developmentally appropriate practices</li> <li>• Behavior modification over medication</li> </ul>	<ul style="list-style-type: none"> <li>• Children unprepared for kindergarten</li> <li>• Labeling high-energy children (especially boys) ADD/ ADHD because their needs are not accommodated by rigid practices and emphasis solely on academics</li> <li>• Not growing quality in our communities (like 19104)</li> </ul>	<ul style="list-style-type: none"> <li>• Educating and Involving parents in ECE programs and in child’s continuing education at home</li> <li>• Engage parents in identifying quality—community focus groups</li> <li>• Provide supports for neighborhood/urban programs: ECE centers and family providers</li> <li>• Advocate for diverse urban environments when assessing for quality—new ECERS–3 Rating System now in use</li> <li>• Advocate for City to clean its parks regularly; used as the outside play option by many urban providers</li> <li>• Use developmentally appropriate practices</li> <li>• Focus on gross motor skills as well; see Leonard Sax’s research</li> <li>• Pennsylvania Keys learning standards</li> <li>• Authentic learning (real-world experiences) and learning through play</li> </ul>

<p>Keystone STARS (includes stakeholder involvement at levels 3 and 4)</p> <p>Kindergarten readiness</p> <p>(Also see “Assessing Quality”)</p>	<ul style="list-style-type: none"> <li>• Parents/ communities not knowledgeable about stars</li> <li>• STARS not promoted in communities—do not know what constitutes a STAR facility</li> <li>• Learning outcomes/ child development= less that optimum focus with STARS program</li> <li>• CCIS beginning to educate parents/ families but still inadequate</li> <li>• Children may need more structured environment to successfully transition to kindergarten</li> <li>• Star qualifications include ECE degree</li> <li>• STAR Levels 3 and 4 too costly for family/small providers—teacher qualification and maintaining/ availability of resources</li> <li>• System should be used to promote quality—not used as a punitive tool</li> </ul>	<ul style="list-style-type: none"> <li>• Children missing out on learning opportunities with major focus on documentation rather than learning outcomes</li> <li>• Transition to kindergarten preparation</li> <li>• Commission may block small centers and family child care homes</li> </ul>	<ul style="list-style-type: none"> <li>• Engage/educate parents at entry level</li> <li>• CCIS needs to do more in engaging parents in learning about Keystone STARS</li> <li>• Accommodate learning, cultural, and environmental diversity</li> <li>• Revamp Keystone STARS to provide significant focus on learning outcomes and child development</li> <li>• Advocate revamping Keystone STARS to make it more user friendly and conducive to growing quality in low-quality programs</li> </ul>
<p>Growing qualified staff and teacher</p> <p>Sustainability</p>	<ul style="list-style-type: none"> <li>• Staff turnover</li> <li>• Accessible/ affordable certification programs/training</li> <li>• Obvious and striking isolation of providers—a need to build an informed and collaborating provider community</li> </ul>	<ul style="list-style-type: none"> <li>• Programs shut down—especially family daycare</li> <li>• Current ECE workers replaced</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative/cooperative ECE center/family providers supporting each other through sharing and problem solving= building an ECE alliance reminiscent of a school-system</li> <li>• Centers/programs have professional development plan for workers</li> <li>• Utilize community supports: volunteers and retired teachers</li> </ul>
<p>Increase ECE workers/ teachers’ salaries and benefits</p>	<ul style="list-style-type: none"> <li>• Funding sources?</li> <li>• STARS incentives capped=inadequate to sustain continuous improvement of staff/facility</li> <li>• Impact on small and family providers</li> </ul>	<ul style="list-style-type: none"> <li>• Tapping into current funding, which will adversely impact family ECE and home providers in already distressed communities</li> <li>• Cause failure of neighborhood family and home provider businesses that are convenient for families</li> </ul>	<ul style="list-style-type: none"> <li>• Increase subsidies through Memorandum of Understanding</li> <li>• Commission advocate for salary increases</li> <li>• Commission advocate for higher STARS cap to pay for increasing salaries/expenses of STARS 3 and 4 teachers and programs</li> </ul>

Pre-K transition to kindergarten	<ul style="list-style-type: none"> <li>• Pre-K to K articulation</li> <li>• Learning through play appears problematic for kindergarten classrooms</li> <li>• Kindergarten’s center-based environment is challenging for family daycare providers</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of curricular/ learning outcome misalignment on student progress and transition to kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>• Make kindergarten mandatory in Pennsylvania</li> <li>• School District curricular alignment with children’s development</li> <li>• Professional development for kindergarten teachers to ensure smooth transition from Pre-K to K</li> <li>• “Building Bridges”—Pre-K and K teacher articulation</li> <li>• “Stepping Stones” (life skills)</li> </ul>
Providing early intervention for at-risk children: special needs, English- language learners, & economically distressed children (?)	<ul style="list-style-type: none"> <li>• Costly but necessary</li> <li>• Pre-K Counts?</li> </ul>	<ul style="list-style-type: none"> <li>• No provisions will be made for children needing specialized and/or bilingual services</li> <li>• At-risk category may not be inclusive enough= omitting some children from poor families not meeting the criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Promote inclusion—advocate for children from economically distressed families in the at-risk category who may not meet the criteria</li> <li>• Autism training model—working with families and professional</li> <li>• Prioritize education and inclusion for all children</li> </ul>
Pre-K Counts/ Head Start programs	<ul style="list-style-type: none"> <li>• Availability/ accessibility</li> <li>• Criteria for meeting at-risk and economically “needy” designations</li> </ul>	<ul style="list-style-type: none"> <li>• Omission of segment of needy children because of family economics or definition of at-risk needs</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for the expansion of accessibility/availability</li> <li>• Advocate for a review and update of criteria used to assess and designate at-risk children and economic need</li> </ul>
<p>Parent/ provider / teacher engagement</p> <p>Creating a positive culture and sense of community with the larger community</p> <p>Schools/ ECE providers as family resources providing sustainable supports for families</p>	<ul style="list-style-type: none"> <li>• Culture of ECE centers/programs</li> <li>• Engaging and informing parents</li> <li>• About Keystone STARS</li> <li>• About quality</li> <li>• About sustaining learning—suggested home learning activities</li> <li>• Provide resources for parents to address family needs</li> </ul>	<ul style="list-style-type: none"> <li>• Cultures not conducive / supportive of child</li> <li>• Parents making uninformed choices about enrolling their children in ECE programs</li> <li>• Parents/ community uninformed about ECE issues, choices, opportunities for Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Get parents to buy in</li> <li>• Educate parents about quality ECE programs, curricula, and learning outcomes</li> <li>• Teachers/ECE programs provide learning materials for parents to sustain student learning at home</li> <li>• Connect parents with City/community resources/ agencies to assist with family needs or crises</li> <li>• Recommend/encourage providers to become members of the neighborhoods and communities they serve—“It takes a village!”</li> </ul>

<p>Mayor and elected officials' supporting early childhood education programs</p> <p>Equal treatment of and resources to ECE centers and family providers</p> <p>Increasing and sustaining organization and foundation resources and supports to ECE centers and family providers, including monetary and technical support</p>	<ul style="list-style-type: none"> <li>• Privileges and resources given to corporate ECE providers</li> <li>• Connected resources and providers vs. non-connected resources and providers</li> <li>• Neighborhood vs. neighborhood</li> <li>• Small providers vs. larger providers</li> <li>• Funding sources?</li> <li>• Dedicated funding streams?</li> </ul>	<ul style="list-style-type: none"> <li>• Politicking (“Philly business as usual” model) and/or undercover arrangements</li> <li>• Being left out as usual</li> <li>• Communities and children in need left out</li> <li>• Corporate/ designated ECE programs replace smaller and family ECE providers</li> <li>• Displacing ECE businesses (small/family ECE providers) and people (ECE workers) in economically distressed communities</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome support from mayor and elected officials for maintaining and growing existing and community/ neighborhood Pre-K programs</li> <li>• Support building quality across the board</li> <li>• Invite/include ECE community at the table and in the decision-making process</li> </ul>
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### Post-Draft Report Meetings Summary

The Commission on Universal Pre-Kindergarten hosted evening Community Outreach Meeting in 9 Communities through the city of Philadelphia. The meetings began February 23, 2016 and ended March 10, 2016.

#### Purpose of Community Outreach Meetings:

- Invite Daycare Providers, Workers, Families, and Community Residents to discuss the Commission’s Draft Report of Recommendations on Universal Pre-Kindergarten presented to the Mayor and City Council on February 2, 2016
- Provide information about the Commission and its Responsibilities
- Provide and Review the Draft Report’s Executive Summary
- Gather feedback to be placed in the Commission’s Final Report to be presented to the Mayor and City Council
- Enable participants to make recommendations to the Commission to be included in the Final Report presented to the Mayor and City Council

#### Procedure

The strategy to encourage participation involved arranging meeting locations in neighborhoods throughout Philadelphia to provide the Early Childhood Education (ECE) Community with access and opportunity to participate in a discussion with the Commission about its Draft Report. The Commission mailed out to over several thousand daycare providers a summary of the Draft Report and a listing of meeting locations, dates, and times. Announcements were also made on social and community media. Email invitations were sent out as well. Commission Co-chairs and / or Members facilitated the discussions: guided participants through the Executive

Summary, focused attention on the Commission’s Recommendations, and allowed time for remarks and suggestions.

**Community Outreach Meeting Sites:**

- 2/23/2016 – Mayfair Section of Philadelphia, Saint John’s Evangelical Lutheran Church
- 2/24/2016 – North Philadelphia, Church of the Advocate (Rained Out)
- 2/25/16 – West Philadelphia, West Philadelphia High School
- 3/1/2016 – South Philadelphia, East of Broad Street, Furness High School
- 3/2/2016 – South Philadelphia, West of Broad Street, Stephen Girard Elementary
- 3/3/2016 – Germantown Section of Philadelphia, Pentecostal Faith Assembly Church
- 3/7/2016 – Northeast Philadelphia, Northeast High School
- 3/8/2016 – West Philadelphia, Vine Memorial Baptist Church
- 3/9/2016 – Huntington Park, Community Academy of Philadelphia
- 3/10/2016 – Olney Section of Philadelphia, Grover Washington Middle School

**Executive Summary Arrangement provided Discussion Topics and Format**

- Topic 1 – Background and Landscape – Likes / Concerns / Recommendations
- Topic 2 – Recommendations – Likes / Concerns/ Recommendations
- Topic 3 – Funding – Likes / Concerns / Recommendations
- Topic 4 – Moving Forward (Governance and Implementation) – Likes / Concerns / Recommendations

**Participants:**

- Providers / Directors (ECE Center and Family Providers)
- Workers
- Parents
- Community Members
- Commission Members
- Representatives from the Offices of City Council Members
- Staff Members – Mayor’s Office of Education, Mayor’s Office of CEO

Category	Likes	Concerns	Recs	Comments
<b>Executive Summary</b>				
<b>Report Overview / Background</b>				<ul style="list-style-type: none"> <li>• Who are these children identified as being in quality care – which programs are they in?</li> <li>• Do the numbers cited include special needs children?</li> <li>• Will documentation of special needs children follow them</li> </ul>

				to Kindergarten? •
<b>Category 1: Delivery System, Targeted Populations, Child Care Settings</b>				
<b>Mixed Delivery System (Multiple Settings)</b>		<ul style="list-style-type: none"> <li>• SDP can put Smaller providers out of business</li> <li>• Why does Pre-K Counts get more money than Head Start per child? = Not Fair</li> <li>• Do providers lose money when SDP is grantee and smaller providers are sub grantees</li> <li>• This plan will hurt small family centers</li> <li>• Currently there are not enough centers / providers that “meet the standards of quality”</li> <li>• Providers have to want to reach quality</li> </ul>	<ul style="list-style-type: none"> <li>• Family Providers need Different Standards from Centers</li> <li>• Some money should be set aside to loan to small family centers to help them expand</li> <li>• Unused city facilities be made available for small family providers who want to expand</li> <li>• Archdiocese should be engaged to make sure parochial school licensing requirements align with non- parochial schools</li> <li>• Neighborhood solutions be applied because different communities have different contexts / requirements</li> <li>• Do a pilot program and see if that works</li> </ul>	<ul style="list-style-type: none"> <li>• Can’t Answer Door – leaving Children Alone</li> <li>• Asked to install Sprinkler System</li> <li>• City monitor private providers?</li> <li>• City should investigate partnering with universities and colleges</li> <li>• Sounds like a Head Start Program</li> <li>• Children don’t learn as much in school settings</li> </ul>
<b>Pre-K for all 3 + 4 year olds with Emphasis on Targeted Populations</b>		<ul style="list-style-type: none"> <li>• Assessing Children through Work Sampling does not give accurate results – Children are inconsistent</li> <li>• Need to Track Student Performance / Outcomes like the SDP</li> <li>• Who determines Highest Risk Children?</li> <li>• What happens to 0-3 year care when more providers convert to Pre-K because more funding is available through Keystone STARS?</li> <li>• Sometimes attendance for low-income children is problematic</li> <li>• Is there going to be a parent education center to help them learn about and choose quality?</li> </ul>	<ul style="list-style-type: none"> <li>• Devise a way to have parents value the slots granted to decrease truancy</li> <li>• Link expanding Pre-K for targeted communities and populations with the development of Community Schools in those areas and for those populations</li> <li>• Tie CCIS / state funding to STARS (only 1 respondent)</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration for Mixed aged Groupings?</li> <li>• When did Head Start decide \$8,000 per child would cover everything a child needs?</li> <li>• At what age does a child become eligible?</li> </ul> <p>Response: Implementers will decide Date.</p> <ul style="list-style-type: none"> <li>• Where / when does early intervention come into play?</li> <li>• What will you put on parents? How will you educate them about the importance of the slot they’re given?</li> </ul>
<b>Leverage Quality using all models meeting Standard (Child Care)</b>		<ul style="list-style-type: none"> <li>• Will Family Programs be included in the UPK System</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t Leave out those programs seeking to increase quality</li> <li>• UPK should include</li> </ul>	<ul style="list-style-type: none"> <li>• UPK should encourage program support and mentoring – create a</li> </ul>

Settings)			creation of Pre-K Programs with “hands on learning” in Community Schools (include parental involvement / interaction with service facilities in the same bldg.	coalition of directors to encourage mentoring. <ul style="list-style-type: none"> <li>Programs need advance knowledge of the impact UPK will have on their businesses</li> <li>Where do funds for technical assistance come from?</li> </ul>
<b>Category 2: Funding</b>				
<b>Dosage (180 / 260)</b>	<ul style="list-style-type: none"> <li>Teachers would like more hours</li> <li>260 Days better option (with before, after, and summer care)</li> </ul>	<ul style="list-style-type: none"> <li>Diversity in hours based on Community Needs / Practice (St Johns)</li> <li>CCIS doesn't always cover night shift working parents</li> <li>Current Head Start and Pre-K Counts don't provide 8 hours of continuous daycare – according to plan, all quality programs will have to be 8 hours of educational activities</li> <li>Majority of parents work full days – most don't get off until 5 pm – Wraparound care will be necessary</li> <li>There is a big difference in achievement between children who stay all day and children who leave at 2:30 pm – not enough instructional time</li> </ul>	<ul style="list-style-type: none"> <li>Simplify / clarify wording = confusing</li> <li>Need to find a way to provide daycare for parents with difficult work schedules</li> <li>Once a slot is taken by a child, that slot should be paid for until the child is officially withdrawn</li> </ul>	<ul style="list-style-type: none"> <li>Clarify 180 vs. 260 Days</li> </ul> <p>Response: City pays for 180 days; CCIS subsidy to cover the rest</p> <ul style="list-style-type: none"> <li>Recommended Instructional Hours?</li> </ul> <p>Response: minimally 5 or more hours of “learning through play”</p>
<b>Layered Funding</b>		<ul style="list-style-type: none"> <li>Multiple Funding Streams can create barriers because of varying qualification issues (overlapping / non-aligned Standards and multiple inspectors giving differing instructions)</li> <li>Many providers fear funding cap – providers can be penalized because they are receiving funds from another source</li> </ul>	<ul style="list-style-type: none"> <li>Small providers could be supported through a shared service alliance</li> <li>Small agencies can work together to support each other with bookkeeping and marketing – one person to do these jobs for all</li> <li>Include Integration of Standards as part of the Integration Committee Pilot</li> </ul>	<ul style="list-style-type: none"> <li>Small Centers report to multiple entities causing difficulties with layered funding – Bookkeeping may be manual</li> <li>Some small providers use CCIS and private pay to remain autonomous = perhaps factor in low wages, inexperienced teachers, high turnover</li> </ul> <p>Response: Integration Committee in Harrisburg looking to align /</p>

				integrate program requirements
<b>Funding</b>		<ul style="list-style-type: none"> <li>• Unintended consequences have to be monitored as UPK is implemented</li> <li>• Promoting Pre-K has to include Family Providers as well who are often not recognized providers of Pre-K Need to change parents' perceptions of Pre-K</li> <li>• The various types of Pre-K providers need to be presented and perceived as providers of Pre-K</li> </ul>	<ul style="list-style-type: none"> <li>• Priority should be given for 8-hour day</li> <li>• Will need public/private entity like PIDC as funds distributors</li> <li>• Include in the Report that [sugary drink] tax will also support parks and recreation centers and libraries</li> <li>• Sugary drink tax should have more transparency about how it will benefit Pre-K – what percentage of \$ will go to Pre-K?</li> </ul>	<ul style="list-style-type: none"> <li>• What if private, profit-making providers pocket the money provided?</li> </ul> <p>Response: Minimum Salary Levels will be monitored</p> <ul style="list-style-type: none"> <li>• PNC has \$350 Million dedicated to early childhood education – can that be leveraged?</li> <li>• Comcast has new Director of Corporate Giving</li> <li>• Do Sources align with salaries?</li> <li>• Isn't Philly doing what they did with cigarettes? Won't we see people cross county lines and not revenue be generated?</li> </ul>
<b>City Fund New Quality Slots</b>		<ul style="list-style-type: none"> <li>• Quality Staff Positions are open now because of insufficient number quality workers</li> <li>• Will there be enough workers for quality slots created by UPK?</li> <li>• How are these pre-determined quality slots determined?</li> <li>• How is the price for quality determined?</li> </ul>		Response: Funding Option 1 was most well receive
<b>City Funds used to supplement funding gap for existing Quality Slots</b>	Supports the quality supplemental option (1 respondent)	<ul style="list-style-type: none"> <li>• STARS hiring requirements are too difficult to reach for some, especially, small providers and pay is too low and cannot afford or keep staff</li> <li>• Child Care workers need to be paid a livable wage in order for providers to attract and keep quality staff</li> </ul>	<ul style="list-style-type: none"> <li>• Must be able to provide reasonable wages to make Keystone STAR requirements feasible</li> </ul>	
<b>Hybrid</b>				
<b>Category 3: Quality, Curriculum, and Transition</b>				
<b>Tie Assessment</b>				

<b>and Outcomes to Existing Monitoring System</b>				
<b>Assure Quality Programs with Regular Assessment</b>		<ul style="list-style-type: none"> <li>• City, State and STARS = too much paperwork – interferes with interaction with children</li> <li>• Private Family Provider not in STARS concerned about Quality designation – she attends workshops and continues her education</li> <li>• Inspectors look for wrongs rather than help to promote Quality</li> <li>• Will UPK requirement of STARS encourage providers to drop infants and toddlers in order to access STAR funding?</li> <li>• Do regular assessments mean Children will be tested excessively?</li> <li>• How do you define Quality – only STARS 3 and 4? What about other programs?</li> <li>• Fear of focusing heavily on academics -- turning Pre-K into Kindergarten</li> <li>• There is a concern that UPK Plan will not help providers scale up to STARS 3 and 4</li> <li>• Standards aren't flexible enough for differing types of providers</li> <li>• Money for training is not used effectively / efficiently to incentivize staff</li> <li>• There are too many monitors in and out and observations take too much time</li> <li>• Written part of the observation is tough with insufficient time allotted for completion</li> </ul>	<ul style="list-style-type: none"> <li>• Need more focus on social and emotional skills – less on academics</li> <li>• Include NAEYC as a model for quality</li> <li>• Streamline data reporting / data management system</li> <li>• Integrate 0-5 and K-12 data tracking</li> <li>• Reporting about behavioral issues across center / providers sharing records</li> <li>• ECE jargon should be articulated (explained) to parents</li> <li>• No additional inspections or visits</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents mistake quality learning model as “playing all day” rather than learning</li> <li>• Some Parents do want to know about Quality</li> <li>• Location is a factor in selecting providers</li> <li>• Word of mouth, “Open Door” Polices, etc. also attract Parents</li> </ul> <p>Responses: Success by Six Assists Providers</p> <ul style="list-style-type: none"> <li>• Administrative Help Available in 2 Years</li> <li>• How will quality be assured?</li> <li>• Do providers have to be in stars currently?</li> <li>• How can I give children what they need when I'm constantly talking to observers / monitors?</li> <li>• Will one reporting system be mandated?</li> </ul>
<b>Leverage Quality using all models meeting Standard</b>		<ul style="list-style-type: none"> <li>• Will Family Programs be included in the UPK System</li> </ul>	<ul style="list-style-type: none"> <li>• Don't Leave out those programs seeking to increase quality</li> </ul>	<ul style="list-style-type: none"> <li>• UPK should encourage program support and</li> </ul>

<b>(Child Care Settings) - Repeat</b>			<ul style="list-style-type: none"> <li>• UPK should include creation of Pre-K Programs with “hands on learning” in Community Schools (include parental involvement / interaction with service facilities in the same bldg..</li> </ul>	<ul style="list-style-type: none"> <li>mentoring – create a coalition of directors to encourage mentoring.</li> <li>• Programs need advance knowledge of the impact UPK will have on their businesses</li> <li>• Where do funds for technical assistance come from?</li> </ul>
<b>Improve Quality through STARS Participation</b>	<ul style="list-style-type: none"> <li>• Accountability</li> <li>• Under Review and becoming more Flexible</li> </ul>	<ul style="list-style-type: none"> <li>• Some small providers prefer not to be in STARS Program – too cumbersome with little benefit</li> <li>• Problem in Assessment System – ratings are lower than previously</li> <li>• STARS snapshot evaluations = not fair – prefer long-term evaluations</li> <li>• Also graded on arbitrary standards – not on how teacher meets students where they are</li> <li>• How are you going to create incentive if STARS doesn’t have enough money—if you’re inspected towards the end of the year, the STARS merit grant money is usually gone</li> <li>• People have to be affected personally before they are willing to fight</li> </ul>	<ul style="list-style-type: none"> <li>• STARS -Improve Availability and make User Friendly</li> <li>• Streamline Licensing Process and Create User Flow</li> <li>• Need to Recognize that Quality is Diverse / not Uniform</li> <li>• STARS need to require less paperwork – streamline</li> <li>• Streamline the process to access grant funds</li> <li>• Address STARS cash flow problem</li> <li>• Expansion to quality needs to be aligned with resources for a full year</li> </ul>	<ul style="list-style-type: none"> <li>• Both Licensing and STARS need to be streamlined</li> <li>• For some parents, STARS is not the deciding factor</li> <li>• Some parents do not know what STAR 4 means</li> </ul>
<b>Preparing/ Growing Pre-K Teachers (Work Force)</b>	<ul style="list-style-type: none"> <li>• <b>A huge Plus</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Certification Barrier even though Staff have valuable experience that should be counted</li> <li>• There is a problem with Transferring Credits</li> <li>• Are there enough teachers to roll out UPK?</li> <li>• Wage gap with SDP</li> <li>• Where is the time and money for Family Providers to get certified?</li> <li>• What happens in qualified teachers leave?</li> </ul>	<ul style="list-style-type: none"> <li>• Include daycare agencies that are 1/2 way to Quality Staffing</li> <li>• Create a Task Force to Oversee Transition Phase</li> <li>• Grandfather Experienced Teachers in using a test – Can trade off years of Experience for levels of certification through parental recs and other evaluations</li> <li>• Recruit Philly HS Students to earn a CBA</li> </ul>	<p>Response: Transition Phase for Teachers to become Certified</p> <ul style="list-style-type: none"> <li>• For some the wages low and poor work ethic</li> <li>• Teacher Aides = highest turnover</li> <li>• Providers losing money with CCIS because private fees are higher and bring in more revenue</li> <li>• It is going to be</li> </ul>

		<ul style="list-style-type: none"> <li>• Funding is capped at \$6,000 for degree reimbursement.</li> <li>• The TEACH system was a good model but the new voucher system is problematic</li> <li>• Teachers aren't incentivized to pursue higher education.</li> <li>• People fear pursuing higher education because City isn't providing access to opportunity</li> <li>• New employees and rapid center expansion don't allow for adequate pre-service training</li> <li>• There are not enough Pre-K teachers in Phila. now</li> </ul>	<p>and immediately enroll then into CCP – can transition into UPK Program</p> <ul style="list-style-type: none"> <li>• Use experience as a requirement and not just a degree – losing / overlooking good people because they do not a degree</li> <li>• Must link Universities to Providers</li> <li>• Set aside money for Accreditation = \$800</li> <li>• Set aside money in budget to establish a new mentoring program</li> <li>• Create a free, local Praxis Prep</li> <li>• There should be paid pre-service training</li> <li>• Funds should focus on increasing salaries and higher education reimbursement because funding is already available for training</li> <li>• There should be a program o hire more minority and male teachers –must stay cognizant of workforce make-up as it expands</li> <li>• Training should be made available to providers city-wide</li> <li>• ECE needs its own certification [program] and student teaching separate from / not lumped with K-4</li> <li>• Align with colleges and STAR 4 Programs to set-up a system of ECE education [and certification] inclusive of distance learning</li> </ul>	<p>difficult finding enough Teachers for UPK</p> <ul style="list-style-type: none"> <li>• Universities would be willing to grow quality workforce for the “right price”</li> <li>• Providers need a guaranteed contract for jumping through all these hoops.</li> <li>• Would it be possible to pair mentoring with a “Teach for America” like program?</li> </ul>
<p><b>Develop Pre-K Curriculum Meeting PA Early Learning Standards</b></p>		<ul style="list-style-type: none"> <li>• What happens to children in Kindergarten when unprepared children are in the class?</li> </ul>	<ul style="list-style-type: none"> <li>• Split prepared children from unprepared children – accommodate for acceleration and remediation</li> <li>• Make Pre-K mandatory</li> </ul>	

<p><b>Pre-K Transition to Kindergarten</b></p>		<ul style="list-style-type: none"> <li>• SDP too focused on regimentation and standardized tests</li> <li>• Since Kindergarten is not mandatory, the SDP does not have to provide it</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Commission on Curriculum Building</li> <li>• Recommend Mandatory Kindergarten</li> <li>• Improve Kindergarten transition so that Kindergarten is more “play to learn” and less traditional and assessment oriented</li> <li>• Parent involvement must be part of UPK – include home visits</li> <li>• Need more work on transition between Pre-K and Kindergarten</li> <li>• Pre-K Providers want to maintain curriculum flexibility and classroom autonomy</li> <li>• Align child’s history from Pre-K onward</li> </ul>	<ul style="list-style-type: none"> <li>• Parental Involvement in student learning just as important re K-12 Education</li> </ul>
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**Category 4: Governance and Implementation**

<p><b>Governance</b></p>		<ul style="list-style-type: none"> <li>• Would programs in UPK become part of the SDP?</li> <li>• SDP should not be involved because of its history of poor performance</li> <li>• Bigger providers usually get most of slots SDP provides</li> <li>• Who will be in charge of coordination and funds?</li> <li>• Will there be accountability measures built in?</li> <li>• SDP receives significant child care funding with its sub-grantees (small providers) blamed when funding sources cite it for poorly managing funds</li> <li>• SDP has not demonstrated accountability</li> <li>• SDP can’t run system because it has enough problems with its Head Start slots</li> <li>• Do not give money / funds / control to SDP</li> </ul>	<ul style="list-style-type: none"> <li>• There needs to be better management and equity in allocation</li> <li>• Providers and Community Advocates must be at the table – part of deciding about and managing funds</li> <li>• Ease Transition into UPK and STARS over a period of years with one-stop-shop for providers to get what they need</li> <li>• Return to School Board model to govern UPK and SDP</li> <li>• SDP Parent Engagement Center and Parent University recommended for UPK Model</li> <li>• Providers should have workshops for Teachers with a minimum of an Associate Degree (?)</li> <li>• Report should recommend a single entity – multiple entities mean multiple reporting systems</li> <li>• Providers should be on the governing body / board</li> </ul>	<ul style="list-style-type: none"> <li>• SDP manages many programs</li> <li>• Will political affiliations / alliances determine who receives funding?</li> <li>• Can STARS 3 and 4 Providers extend umbrella to include multiple locations?</li> <li>• Outreach to parents essential to explain system and build understanding / knowledge</li> <li>• What is SDP role in UPK?</li> <li>• Governance starts with getting good information from providers – nightmare for providers handling multiple funding streams</li> <li>• When is UPK start date?</li> </ul> <p>Response: It will be some years before it ramps up.</p>
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			<ul style="list-style-type: none"> <li>Board Selection process must be transparent and allow for providers from the community to apply for / be recommend to it</li> </ul>	<ul style="list-style-type: none"> <li>Currently Family Providers lose Stars / Funding if there are outstanding taxes due</li> <li>Can PHMC run the program – they know how to handle money?</li> </ul>
<b>Implementation</b>		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Bring providers to the table so they have a say in the board that will decide where the money goes</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Moving Forward</b>				
<b>Next Steps</b>		<ul style="list-style-type: none"> <li>Report Language is vague and needs specificity to be transparent</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm Alternative Funding Sources</li> </ul>	<ul style="list-style-type: none"> <li>How did the Mayor’s Office receive the Report?</li> <li>Why not just open more Head Start Programs?</li> <li>Does anyone on the Commission have an early childhood background?</li> <li>What will UPK cost families?</li> <li>Will UPK be in every school?</li> <li>How will this service be available to Families with Special Needs Children?</li> </ul>

**Key Themes from the West Philadelphia Community Meeting**  
Hosted by Action for Early Learning

<b>Theme</b>	<b>Barrier</b>	<b>Recommendation</b>
Access to Kindergarten	Pre-K children cannot visit K classrooms when K-12 school children are in the building because of insurance issues	Schedule specific times that are working parent friendly (e.g., on weekends when parents aren’t working) when parents can visit the school with their kids and/or afterschool when Pre-K teacher can take kids to visit K classrooms. It would be even better if the Pre-K kids could join a brief class while the K students were there.
Professional Development	Conducting joint professional development with Pre-K and K teachers is challenging because they don’t have the same daily schedules.	PD on Saturdays or Summer but typically need stipends to encourage attendance.

Streamline application	Need to streamline application process for Head Start and Kindergarten.	Raise the money to put the applications on line; o Mass marketing campaign to inform parents about the date when they need to START completing forms and the final date by which they are due to ensure a spot in their neighborhood school. Many parents find themselves sending their children to a school on the other side of the city if they don't start the process early enough. However, many parents do not know where they will live in September; Increase access for parents to provide support documentation: currently only the school secretary can accept applications and she is only one person with limited hours of availability (8am-3:15pm) when parents are typically at work. Recommendation: allow other service providers to be trained to input registration information into the system; Consistent/regular follow up with incomplete applications that are stalled in the pipeline.
Awareness around quality	Comprehensive marketing campaign needed about what is high quality child care and why it's necessary.	<p>A Consolidated Citywide ECE Marketing Strategy will go a long way to further support the work currently underway around promoting quality early childhood education. Considering the excellent work of the initiatives, there is concern about how these initiative's messages will trickle down to the people most in need of hearing them – the parents/caregivers. The time is right now for a comprehensive strategy for outreach and awareness: a consolidated marketing effort across efforts; a streamlined approach to presenting the benefits and importance of all these goals to the parent/caregivers. From the perspective of the parent/caregiver, all of the programs should appear to be connected and supportive of the parent priorities which we have established. A unified approach to messaging is critical to the success of the initiatives. If all the initiatives' goals are presented in a clear, simple, and easily digestible format, it will have a bigger impact on the parent/caregivers. It will also minimize confusion and show that the initiatives are working together for the good of the child and in support of the parent/caregiver. At the end of the day, all this work will be for naught if the parent/caregiver not only doesn't receive the information but also doesn't act on it. A multi-pronged approach to messaging is needed:</p> <ol style="list-style-type: none"> <li>1. <b>Prioritize Initiatives' Goals:</b> while maintaining the integrity of the individual initiatives, prioritize the various initiatives' goals, identify overlapping goals, present unified messages under one brand/marketing approach that points back to the individual initiatives.</li> <li>2. <b>Conduct a multi-level awareness campaign: A Bottom-Up and Top-Down Approach.</b> This is a citywide, public service/awareness campaign, similar to HIV/AIDS awareness, etc.: <ul style="list-style-type: none"> <li>• <b>Bottom-Up:</b> A grassroots level campaign that involves the peer-to-peer messaging disseminated through Parent Ambassadors, empowering PAs via stipends and incentives to get the message/word out</li> <li>• <b>Top-Down:</b> A top level campaign involving a high-profile person – YOUNG and HIP – that will get the attention of the hard-to-reach parents who are the targets of these initiatives – preferably someone with kids, a local, known minor celebrity, who is acting out the messages we want the parents to imitate.</li> <li>• <b>Present Clear Connected Messages:</b> create clear, seamless, messages that can be easily understood from the perspective of</li> </ul> </li> </ol>

		busy, distracted parent/caregivers. All initiatives' programs would be connected and listed under the umbrella branding – one-stop awareness/messaging that contains all the initiatives' goals and resources. (e.g. Urban Thinkscape activities would contain the unified branding that would link to the early literacy goal and resources therein, Read By 4 <sup>th</sup> , Philly Reads, AFEL book clubs, etc.).
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## Appendix C: Glossary

**Alignment** – The process of aligning Pre-K and kindergarten curricula, tools, and professional development to ensure sustainable, long-term learning.

**Authentic assessment** – An assessment tool that measures a child's progress through observations of the child in regular learning activities, rather than giving them a test.

**Layered Funding** – The process of combining multiple funding streams (such as funding from child care subsidies, Head Start, and Pre-K Counts) to pay for each classroom or child so that no single source covers all operating costs.

**Child Care Information Services (CCIS)** - local organizations that determine eligibility and enrollment for Child Care Works (child care subsidy for low-income working families) and provide families with information about quality early learning services; funded by OCDEL (see below)

**Child Care Subsidy** – Funds from the State and federal governments, that make child care more affordable for families making under 200 percent of the federal poverty level (FPL). The program is managed by CCIS and families are free to choose among providers of varying quality ratings.

**The City** – In this report, 'The City' refers to the Mayoral administration and City Council.

**Developmentally appropriate** – When materials, curricula, and other educational materials are selected to match child's age and developmental process.

**Dual Language Learner (DLL)** - Children who are Dual-Language Learners acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language. The term "dual language learners" encompasses other terms frequently used, such as Limited-English Proficient (LEP), bilingual and English-language learners (ELL).

**Early Learning Programs** - child care, Early Head Start, Head Start, home visiting, Keystone STARS, Pre-K Counts, and preschool, among others. This term encompasses other terms such as early care and education, early childhood education and early education

**Early Intervention (EI)** - services for children with developmental delays and disabilities from birth through five. Early Intervention for 0–3 is administered through the City of Philadelphia and for children from 3-5 through Elwyn, a private non-profit agency

**Environment Rating Scales (ERS)** - classroom observation tools designed to assess process quality in infant, toddler and preschool classrooms, whether in center or family settings; a reliable and valid tool used as part of Keystone STARS

**Learning Standards for Early Childhood** - Research-based standards according to age and development that form the foundation for curriculum, assessment, instruction, and intervention within early care and education programs in Pennsylvania.

**Facility Fund** - A City-sponsored fund for child care providers designed to support quality and accessibility. The Facility Fund receives \$500,000 of annual funding to provide capital improvement grants to eligible child care providers.

**Family Child Care Providers (FCC)** – Providers that care for between four and six unrelated children and are located in a private residence.

**Federal Poverty Level/Federal Poverty Guidelines (FPL, FPG)** – Federal calculation of household poverty taking into account family needs for food, clothing, transportation, shelter, and other necessities. Poverty thresholds are used for calculating all official poverty population statistics — for instance, figures on the number of Americans in poverty each year. They are updated each year by the Census Bureau. The poverty guidelines are a simplified version of the federal poverty thresholds used for administrative purposes — for instance, determining financial eligibility for certain federal programs. They are issued each year in the *Federal Register* by the Department of Health and Human Services (HHS). This plan references both FPL (thresholds) and FPG (guidelines)

**Fund for Quality** - A partnership between The Reinvestment Fund (TRF) and Public Health Management Corporation (PHMC), supported by the William Penn Foundation that provides business planning support and facilities-related financing, and focuses on supporting quality early care and education providers to expand their services to reach more low-income families.

**Group Child Care Providers** - Child care programs that care for seven to 12 children and are located in a private residence or in another facility.

**Head Start** - A national, quality early education program available for free for children ages three and four whose families make under 200 percent of the poverty level. At least 90 percent of enrolled families must be at or below 130 percent of the federal poverty level, and a maximum of 35 percent can be between 100 percent and 130 percent of FPL.

**Individual Education Plan/Individual Family Service Plan (IEP, IFSP)** - individual education plan; individual family service plan. Written plan that outlines the goals and services for a child in Early Intervention. An IEP is for a child who is 3-5 and an IFSP is for a child 0-3

**Keystone STARS** – Pennsylvania’s Quality Rating and Improvement System (QRIS) for early learning and development programs

**Mixed Delivery** – a system of private and public Pre-K providers traditional public schools, quality community-based child care centers, group and family programs, and independent Head Start programs.

**NAEYC Accreditation** – Quality accreditation from the National Association for the Education of Young Children. NAEYC programs are considered quality but are not required to serve a certain portion of low-income or special needs children.

**Office of Child Development and Early Learning (OCDEL)** - state agency providing policy and funding for early learning and development programs

**Pre-K Counts** - Pennsylvania’s quality early education program that provides free early education to all three and four-year-olds whose families make fewer than 300 percent of the poverty level. Pre-K Counts is an initiative aimed at children who are at-risk of academic failure including English language learners, low-income students, and children with special needs.

**Professional Development (PD)** - structured learning opportunities for the early childhood workforce including pre-service preparation, continuing education, and acquisition of degrees and credentials in early childhood education.

**Quality Rating and Improvement System (QRIS)** - a method to assess and improve the quality of early learning that provides standards, supports and financing, and a public rating of program quality. Keystone STARS is Pennsylvania’s QRIS

**Relative / Neighbor Care** – Child care provided by relatives or neighbors in their own homes, also known as ‘Friend, Family and Neighbor’ or ‘Informal’ care. (This category is distinct from licensed Family Child Care Providers, above.) Until 2016, Relative/Neighbor caregivers were not required to be licensed. Beginning in Fall, 2016, Pennsylvania will require Neighbor providers to become licensed if they wish to accept child care subsidy.

**Rising STARS** – A Tuition Assistance Program that pays 95 percent of tuition costs for eligible college coursework taken by early learning professionals.

**School District of Philadelphia (SDP)** - The local education agency in Philadelphia that provides education for Philadelphia children and youth from Pre-K to 12<sup>th</sup> grade.

**Shared Services** – A vehicle for creating cost efficient, mutually accountable back-end services to support the child care sector.

**Southeast Regional Key (SERK)** – One of five regional keys working in partnership with OCDEL to develop and implement quality improvements and support in Pennsylvania’s early

childhood education system. SERK is currently run by Public Health Management Corporation (PHMC) and serves the 47,000 children of Philadelphia, Delaware, and Montgomery counties.

**Success by 6** – A program operated by United Way focused on moving STAR 1 or 2 programs to STAR 3 and 4. The initiative provides resources for each center including technical assistance, program improvement funds, environmental rating scale assessments, and professional development for leaders.

**Wrap-around care** - Child care provided before and after the traditional six-hour school day, also known as ‘before and after care.’ In the context of the Commission’s recommendations, the City would fund children to attend Pre-K during the traditional school day and child care subsidy or private tuition would pay for wrap-around care.

#### **Appendix D: List of Persons Consulted**

Alison Acevedo, United Way

Steven Barnett, Ph.D., Executive Director, National Institute for Early Education Research (NIEER)

Bevin Parker Cerkez, Loan Officer, The Reinvestment Fund

Teresa Mansell, Executive Director, Childspace West

Natalie Renew, PHMC

Tyrone Scott, Delaware Valley Association for the Education of Young Children (DVAEYC)

Louise Stoney, Alliance for Early Childhood Finance

Terry Shaner-Wade, Bureau of Subsidy Services, PA OCDEL

Miriam Calderon, The Commonwealth Foundation

#### **Appendix E: Existing Quality Improvement Supports**

There are many options available to STAR 1 and 2 early education centers and centers of unknown quality who wish to participate in the City’s expanded Pre-K system. In order to reach the quality standards that will best serve Philadelphia’s three and four-year-olds, family, center, and group programs can utilize the following supports:

**Success By Six** - United Way’s Success By 6 quality improvement program helps Keystone STAR 2 centers move to STAR 3. Over 18 - 24 months, Success By 6 provides each center with:

- Expert technical assistance
- Program improvement funds
- Environmental Rating Scale assessments
- Professional development for leaders

Once centers reach STAR 3, Success By 6 helps them sustain quality with supports such as peer learning circles for directors, sustainability grants, and leadership workshops. Since its launch in 2007, Success by 6 has recruited 368 centers with an overall success rate of 60%.

**Rising STARS** – Keystone STARS is Pennsylvania’s voluntary quality rating improvement system. The program is run by the Office of Child Development and Early Learning (OCDEL)

and provides a framework for providers to make incremental improvements in quality (STARS 1 through 4). STARS providers receive:

- Support from a Keystone STARS Specialist
- Increased subsidy reimbursement beginning at STAR 2
- Assistance with higher education
- Access to supports like professional development, STARS Technical Assistance, Career Advising, Mental Health consultation, Infant-Toddler consultation and Child Care Health consultation
- Participation in special events, activities and initiatives

Rising STARS is an additional award-based initiative that focuses on increasing access to quality services for hard to reach children and families by providing supports to STAR 1 providers as they move up the quality rating system. The grants were first issued in Fiscal Year 12-13 and for the past three years have provided grants for roughly 60 programs a year.

Rising STARS is a two-pronged approach which redesigns:

- The STARS grants and awards structure
- The STARS subsidy add-on or tiered reimbursement rate.

All active Keystone STAR 1 facilities committed to increasing quality are eligible to apply for a Rising STARS grant. Eligible programs must provide child care to at least 10% of children who are recipients of either CCIS subsidy or early intervention services. Family programs can apply for up to \$2,000 while center and group programs can apply for up to \$5,000.

**SERK** - The Southeast Regional Key (SERK) is operated by Public Health Management Corporation (PHMC). SERK offers technical assistance and professional development to early education providers in Philadelphia, Delaware and Montgomery Counties through specialized staff as well as subcontractors. SERK also evaluates providers to assess their quality levels based on the Keystone STARS system.

As mentioned in Recommendation XI (Quality Improvement) on page 31 of the report, there are many resources available to programs interested in entering STARS and improving in quality. Table 13 shows what kinds of supports are currently available for programs based on their STAR rating and who provides them as well as proposed supports that may be available in the future.

**Table 13: Proposed and Existing Quality Improvement Resources**

Early Childhood Quality Improvement Resources - Philadelphia		STARS Engagement	STAR 1-2	STAR 3-4
EXISTING SUPPORTS	<b>Training</b>			
	<i>Southeast Regional Key</i>			
	Provides training in kind	x	x	x
	Subcontracts with community-based agencies/individuals to deliver training geared to meeting STARS	x	x	x

standards			
<b>Technical Assistance</b>			
<b><i>Southeast Regional Key</i></b>			
Provides technical assistance in kind	x	x	x
Subcontracts with community-based agencies to provide technical assistance geared to reaching STARS standards	x	x	x
Outreach and engagement of providers in Keystone STARS (English and Spanish)	x		
<b><i>United Way Success by Six</i></b>		x	x
On-site T.A. - variety of topics geared to reaching STAR 3 and above		x	
Peer mentoring groups		x	x
<b><i>City of Philadelphia – Dept. of Commerce Small Business Development</i></b>	x	x	
<b>Degrees and Credentials</b>			
<b><i>Southeast Regional Key</i></b>			
Provides and funds credit-bearing coursework		x	x
Career advising		x	x
Higher Ed tuition vouchers		x	x
Teacher education and retention bonuses		x	x
<b><i>Early Childhood Workforce Transformation Initiative</i></b> leverages relationships w higher education to improve teacher preparation	x	x	x
1199-C, DVAEYC, SERK – CDA Apprenticeship Opportunities	x	x	
School District of Philadelphia CTE - CDA prep	x	x	x
<b>Facilities</b>			
<b><i>Fund for Quality</i></b>			x
<b><i>City of Philadelphia Facilities Fund</i></b>		x	x
<b>Grants</b>			
<b><i>Southeast Regional Key</i></b>			
Merit awards based on STAR level and size -to help meet STARS standards and for general support)		X	X
Education and Retention Bonus – to programs to reward staff members for degree completion and stability		x	x
<b><i>Success by Six</i></b> to help participants meet		x	x

	STARS standards and for general support			
SUPPORTS PROPOSED TO AUGMENT EXISTING SYSTEM	<b>Training</b>			
	In-classroom coaching to improve instructional practice in participating Pre-K programs			X
	<b>Technical Assistance</b>			
	Additional support for non-STAR, STAR 1 and 2 programs	X	X	
	<b>Degrees and Credentials</b>			
	Intensive academic advising by specialists to support current workforce to obtain degrees and credentials	X	X	X
	Small grants to help cover ancillary costs associated with higher education	X	X	X
	Praxis preparation course(s) for teachers to become certified		X	X
	Support for bilingual teachers to obtain degrees and credentials	X	X	X
	<b>Infrastructure</b>			
	Streamline enrollment for families	X	X	X
	Back office fiscal management support for providers		X	X
	<b>Other</b>			
Classroom supplies and materials		X	X	

### Appendix F: Existing Quality Expansion Supports

There are also many options available to STAR 3 and 4 providers who wish to expand their programs or maintain their quality rating. These providers also have a number of options to continue and expand quality early education for Philadelphia’s three and four-year-olds.

**Fund for Quality** – The Fund for Quality assists quality early education providers who wish to expand their services by providing business support and facilities-related financing as it relates to a stated expansion project.

The fund awards grants or low-interest loans to STAR 3 or 4 providers looking to expand. Preference is given to applications from providers located in areas with little to no access to quality education and care.

The Fund is a partnership between The Reinvestment Fund (TRF) and PHMC with support from the William Penn Foundation.

**A Running Start Philadelphia: Facility Fund** – The Facility Fund provides support to STAR 3 and 4 (and certain STAR 2) early childhood education providers for the preservation of their high STAR rating through the maintenance and improvement of their facilities.

Providers may apply for a grant for mid-level renovations and/or the purchase and installation of large appliances. The funding limits for the Fund are as follows:

- \$30,000 for Commercial Center and Group Facilities
- \$15,000 for Residential Family and Group Facilities

The Fund is made possible by the City of Philadelphia in alignment with the Citywide Early Learning Plan, 'A Running Start Philadelphia', and is being managed by PHMC and the Mayor's Office of Community Empowerment (CEO). To date, the A Running Start Philadelphia: Facility Fund has awarded \$878,845.57 in grants to 12 Residential Family and Group Facilities; and 27 Commercial Center and Group Facilities.

**Appendix G: Quality Pre-Kindergarten - Needs vs. Availability**

**Table 14: Need vs. Availability of Quality Pre-K with Philadelphia’s Contribution**

All Philadelphia 3 & 4 year-olds*	<b>42,514</b>
3 & 4 year-olds above 300% of poverty	(9,784)
3 & 4 year olds in quality, publicly-funded Pre-K	(15,189)
Subtotal: Low/moderate-income 3 & 4 year-olds not enrolled in publicly-funded Pre-K programs recognized as quality	17,641
Anticipated take-up in early years @ 65%	11,401
Philadelphia Pre-K Program	(6,500)
Anticipated New State Pre-K Slots	(3,500)
Population Without Coverage	1,401

\* Numbers imputed from Income to Poverty Ratio of Children Under Six, American Community Survey (B17024), 2014-2015.

**Appendix H: Proposed Governance Model**

The Commission recommends the following approach to structuring the governance board to ensure transparency and accountability:

**Appointment of Members of the Governance Board**

- Governance Board Created by City Council Resolution
- Mayor and Council will jointly appoint 11 Members to the Governance Board with City Council given 5 seats and the Mayor given 6 Seats (General Practice = if uneven number, then Mayor gets the additional seat / appointment)
- With the approval of City Council, the Mayor will select a Chairperson for the Governance Board from among the 11 Appointees
- The Mayor with Council approval will appoint the Board’s Chairperson – annually or every 2 years
- Mayor and Council will ensure diversity on the Governance Board

### **Parameters of the governing body - number, composition (skills and sectors)**

- Governance Board will consist of 11 Members with Ex Officio Representation from Key Agencies / Gov't Departments
  - 1) Rep from Mayor's Office
  - 2) Rep from City Council
  - 3) Rep from Non-Profit – Pre-K Experience in providing / overseeing services and funding
  - 4) Rep from Business Community including Banks and Credit Unions (Interest in Advocating and Supporting Pre-K)
  - 5) Family Provider Rep (Certified, Quality Designated, Experience in Layering Funding and Growing Quality)
  - 6) Group Provider Rep (Certified, Quality Designated, Experience in Layering Funding and Growing Quality)
  - 7) Center Provider Rep (Certified, Quality Designated, Experience in Layering Funding and Growing Quality)
  - 8) Parent Rep (Children in Quality Pre-K Program)
  - 9) Rep from the Governing Body of the School District of Philadelphia (SDP)
  - 10) Rep from Healthcare Providers
  - 11) Rep from Labor Union Council or PFT
  - 12) Rep from SDP (Ex Officio)
  - 13) Rep from Higher ED Community (Ex Officio)
  - 14) Rep from OCDEL (Ex Officio)
  - 15) Rep from Federal HHS (Ex Officio)
  
- 2 year Terms with no more than 3 consecutive terms in Office = no more than 6 years of consecutive service
- Must have Staggered Terms
- Monthly Meetings at start-up and for the first 2 years then 6 meetings annually thereafter with additional meetings called as needed – incorporate breaks for Holidays and Vacations in Meeting Schedules
- Must attend minimum of 70% of meetings with required notification of absence to chairperson
- Use Parliamentary Procedures / Roberts Rules of Order
- Each Member must be Committed to Full Participation on the Board which requires full knowledge of all policies and information related to active participation: attend meetings, know information in documents, update knowledge as necessary, seek advice or clarification, promote equity / parity, etc.
- Have input in and oversee Implementation Plan – Review and make Recommendations on Implementation Structure, Operations, etc.
- The Executive Director of the Implementation Entity reports to Governance Board in general and during its scheduled meetings
- Review Job Opportunities and Appointments to execute Implementation Plan
- Ensure Diversity of implementation workforce and employment of city residents

### **Fiduciary Accountability**

- Executive Director will provide Bi-Monthly Financial Reports from with copies to Comptroller's Office for first 2 years then provide Quarterly Financial Reports thereafter
- The Comptroller's Office will conduct Yearly Audits and share with the Governance Board, the Mayor, and City Council
- The Governance Board will meet annually with the Mayor and City Council to review annual audits

### **Program / Implementation Accountability**

- Executive Director will provide Monthly Reports to the Governance Board
- Executive Director will conduct and provide Quarterly Monitoring / Assessments to the Governance Board
- The Executive Director will conduct Annual Assessments with recommended Implementation Modifications with Rationale – presented to the Governance Board

### **Transparency**

- Observe Sunshine Laws
- Public Access through City of Philadelphia Website / Portal – post announcements (meetings, etc.), post minutes, etc.

### **Accessibility**

- Contact Number Available on Website
- Opportunity to provide feedback on Website
- Semi-annual Public Meetings to report outcomes and projections and to receive feedback

### **Reporting to the Mayor and Council**

- The Governance Board will report to Council and the Mayor at scheduled mutually conveniently semi-annual meetings
- The Board will share and discuss 6 month financial and program reports
- The Board will share and discuss annual audits and program evaluations

### **Appendix I: Essential Components of Quality Pre-Kindergarten**

#### **When the Commission talks about quality, we are defining Quality Pre-K as the following:**

1. Occurs in licensed child care centers, public school, group or family child care programs.
2. Addresses all of a child's learning and developmental needs –cognitive, social-emotional, behavioral, cultural, and physical –using evidence-based PA early learning standards.
3. Assists families in improving knowledge and skills about parenting.
4. Addresses racial, ethnic, and socioeconomic disparities.
5. Is taught by well trained teachers and staff.
6. Supports children's transition to Kindergarten.

### **Regulations**

- Programs meet the appropriate regulations and have their certificate posted.

- There are regular health screenings and support services.
- The program has an open-door policy where parents can visit any time you want.

### Learning

- The teacher has a daily schedule and curriculum based on the Pennsylvania Early Learning Standards appropriate for 3 and 4 year olds.
- The teachers take time to see how each child is doing and check the child’s progress throughout the year using an ‘authentic assessment.’ The teacher can use these checks to see a child’s strengths and give extra help where a child needs it.
- Curriculum looks towards Kindergarten level learning.

### Teachers

- Skilled teachers with specialized training teaching young children. Assistant teachers should have at least a *Child Development Associate (CDA)* credential and ideally lead teachers will have a Bachelors or Master’s degree in Early Childhood Education.
- There is consistency – the teachers stay and there is low turnover of staff.
- Teachers encourage children to safely explore and try new things.

### Environment

- Everything is at child level. There are learning stations, books and activities that are not too easy or too hard for the children in the class. Furniture and materials are child sized. This is called ‘developmentally appropriate.’
- At least one staffer person for every ten 3-4 year olds with class sizes no larger than 20.

### Appendix J: Pre-K Funding Analysis of Cities and States in United States

Cities	Pre-K Funding Budget	Source/Proposed Source
Birmingham	Birmingham voters approved a \$3 million property tax increase to raise nearly \$8 million annually for arts, music, foreign language, <b>Pre-Kindergarten</b> , and career academies in Birmingham City Schools. <sup>1</sup>	Property Tax
Chicago	The City of Chicago was awarded \$600 million for early childhood education programming over the next five years through the federal Head Start funding in January 2015. While peer cities such as New York and Los Angeles were asked to re-compete for their share of funding, the Department of Health and Human Services (HHS) renewed Chicago’s Head Start Funding due to the strength of the city’s programs. <sup>2</sup>	Federal funding through Head Start.
Denver	Denver voters reauthorized a Pre-K program that was funded by municipal sales tax. The tax was increase up to 15 cents for every \$100 purchase. <sup>3</sup>	Sales tax



	of which was dedicated to funding the Arkansas Better Chance (ABC) Pre-K program. <sup>11</sup> In 2007, the legislature replaced the \$6.9 million in lost beer tax funds with other public funds and raised total general-revenue funding for Pre-K to \$111 million. <sup>12</sup>	
California	In November 1998, California voters approved Proposition 10, which imposed a tax on cigarettes to raise funds for First 5 California, an agency that allocates money for schools and not-for-profits that offer education and health programs for children under five years of age. <sup>13</sup> Proposition 10 added a 50 cent per-pack tax on cigarettes and tobacco products. The tax generates approximately \$590 million annually, which is distributed to California counties based on its live birth rate. <sup>14</sup>	Cigarette
Colorado	The House and Senate did approve a bill in May 2015 that will allow the State to create pay for success programs, in which private investors and foundations could pay for social services, like early childhood programs, and be paid off from future savings. <sup>15</sup>	Public Private Partnership
Connecticut	The State was awarded \$12.5 million through the federal funding for preschool in 2014. <sup>16</sup>	Federal funding
Georgia	Georgia became the first state to offer a Pre-K initiative supported by lottery funds in 1993. <sup>17</sup>	Lottery
Kentucky	In late February 2015, the State House passed a bill that would require state agencies to work with early care and education providers to develop and fully phase in a State quality-based rating system for child-care and certified family child-care homes, <b>state-funded preschool and Head Start</b> by June 2017. The funding would come from the state's <b>Race to the Top Early Learning Challenge grant</b> , so legislators would have to submit a report annually to recommend how to fund the system when federal grant dollars run out. <sup>18</sup>	State and Federal funds
Louisiana	There was proposal by State Sen. Ben Nevers and Rep. Harold Ritchie for at least \$300 million from the proposed oil and gas tax to be spent on higher education, \$250 million to go to health care services,	Oil and Gas tax

	<b>\$80 million to go to prekindergarten or early childhood programs</b> , \$250 million to go to state employee retirement benefits and \$150 million to go to transportation needs. <sup>19</sup>	
Maine	Voted for Casino funds already funneled to state public education to be used to help pay for universal voluntary Pre-Kindergarten in Maine. The state’s annual portion of Oxford Casino revenues for K-12 education is estimated to be \$18.4 million for 2013-14. <sup>20</sup>	Gambling
Maryland	\$4.3 million in state funds and \$15 million in new federal grant funds that will provide free Pre-K to an additional 3,000 low-income students in fiscal year 2016. <sup>21</sup>	Federal and State funds
Minnesota	There is a budget surplus of \$1.9 billion and there have been calls to invest in Pre-K programs. <sup>22</sup> Minnesota invested nearly \$28 million more during the 2015-16 budget year than it did the previous year into its three state-funded Pre-K programs – the School Readiness Program, Early Learning Scholarships and supplemental funding to the Head Start program.	Surplus budget
Missouri	Missouri is the only state that currently invests revenue from its non-lottery gambling industry to pay for Pre-K. State-sanctioned gambling is controversial, but Missouri voters have twice approved it in statewide referenda. Since 1999, gambling proceeds have supported the Early Childhood Development Education and Care Fund, which finances Pre-K. <sup>23</sup>	Gaming (Non-lottery gambling)
North Carolina	North Carolina’s More at Four (MAF) initiative started on a small scale in 2002. In 2006, the state’s lottery was approved with about half of its proceeds committed to MAF. <sup>24</sup>	Lottery
North Dakota	For the first time, North Dakota invested state funds – a one-time appropriation – into a Pre-K program. The 2015 North Dakota Legislature appropriated \$3 million for 4-year-olds, to be allocated based on need. Funding awards are given to early learning programs	No special funds. It was state funded.

	based on the number of students deemed eligible for free or reduced lunches. <sup>25</sup>	
Oklahoma	Oklahoma began a lottery in 2005 to supplement general revenues and support education from Pre-K through college. <sup>26</sup>	Lottery
Tennessee	Tennessee began its Pre-K program as a pilot project in 1998. The program grew slowly until funds from the new state lottery became available in 2005, after which it expanded rapidly, serving 22 percent of the state’s 4-year-olds as of the 2008-2009 school year. <sup>27</sup>	Lottery
Texas	In 2015, Texas passed House Bill 4, which created the High Quality Pre-Kindergarten Program. The bill came with an additional \$59 million appropriation. Combined with the increases associated with the Pre-K program and the Texas School Ready! program, Texas increased Pre-K spending by more than \$100 million, which is a 12 percent increase over its 2014-2015 spending level. <sup>28</sup>	No special funds. It was state funded.
Utah	In fiscal year 2015-16, the State appropriated \$5.8 million for the UPSTART program, which provides preschool-aged children access to academic school readiness software. This is a \$1 million increase over the previous fiscal year’s \$4.8 million appropriation. The UPSTART software is available to a limited number of Utah students at no cost to them. After the limited numbers of spots in the program are filled, families can purchase the UPSTART software for \$725 (in 2015). <sup>29</sup> In addition to the software, 397 families received computers, Internet or both through the publicly funded UPSTART program. While this is not a physical preschool program, the UPSTART program has seen positive results over its six-year history, improving educational outcomes for participants. <sup>30</sup>	State funded
Vermont	In March 2015, the House Education Committee restored \$200,000 in Early Education Initiative grant money, which will help pay for providers in the year delay until universal Pre-K is rolled out. In early February 2015, Gov. Shumlin also launched the “Promise Community Initiative,” which will allow	State Funds and grants

	communities to apply for \$200,000 grants to implement in communities “committed to serve the young children birth to age 6” through coordination of education, health and social services. The funding comes from Vermont’s \$36.9 million Race to the Top – Early Learning Challenge win. Seven communities across the state were selected in April 2015. <sup>31</sup> .	
Virginia	Virginia has also moved toward using lottery funds to support Pre-K in recent years. <sup>32</sup>	Lottery
<p>State general revenue being used for the following states- <i>Delaware, District of Columbia, Florida, Hawaii, Illinois, Iowa, Kansas, Massachusetts, Michigan, Nebraska, Nevada, New Jersey, New Mexico, New York, Ohio, Oregon, Rhode Island, South Carolina, Washington, West Virginia, Wisconsin</i></p> <p>In 2015-16, only five states (Idaho, Montana, New Hampshire, South Dakota and Wyoming) did not provide state funding for Pre-K.</p>		

### Appendix K: Summary of Crosswalk for Quality Standards

The recent growth of Pennsylvania’s early childhood education system has been based on a cross-systems approach. Multiple standards and funding streams have been available to programs, allowing them to maximize resources while optimizing services to young children. At the present time, it is not uncommon for child care programs to be accountable to three or more funding and/or regulatory systems, each of which has its own set of standards.

The crosswalk was developed to align the program standards in a visual way in order to assist practitioners, funders, and policy makers understand the relationships between the six major systems in the Pennsylvania landscape.

The crosswalk design was based on the ten categories of the revised NAEYC Accreditation system because of its comprehensive and detailed approach. For each system, standards used were current as of January 1, 2009.

NAEYC	ERS	Keystone STARS	Head Start	PKC
Relationships	Interaction	Partnerships with Family and Community	Family partnerships	
Curriculum	Activities Program Structure	Early Learning Program	Child development and education approach for all children	C. Curriculum
Teaching	Personal Care Routines Language-Reasoning	Early Learning Program	Education and early childhood development	Assessing Learning Environments
Assessment		Early Learning Program <i>Child Observation/ Curriculum / Assessment</i>	Assessment of children	D. Assessing Student Progress

Health	Personal Care Routines		FIRE CODE FOOD PREP	M. Immunization Requirements I. Meals and Snacks
Staff	Parents and Staff	Staff Qualifications & Professional Development	Staff Qualifications and Development	G. Staffing Qualifications: Teachers and Teacher Aides H. Professional Development
Families	Parents and Staff	Partnerships with Family and Community	Family partnerships	K. Parental Involvement J. Transition
Community		Partnerships with Family and Community	Community partnerships	Planning and Community Needs Assessment
Physical Environment	Space and Furnishings		Head start equipment, toys, materials and furniture	Assessing Learning Environments
Leadership and Management		Leadership and Management	REGULATORY COMPLIANCE	Continuous Quality Improvement Plans

*It is important to note that at STAR level 3 and 4, the standards require that programs meet all required regulations as well as adequate scores on the Environmental Rating Scale and thus are to be viewed in tandem.*

### **Relationships**

All of the standards emphasize the importance of parental engagement within the programs. NAEYC focuses particularly on the interaction between the teachers and parents. Keystone Stars 3 & 4, Head Start and Pre-K Counts all require specific activities and meetings that parents must attend. NAEYC and ERS are broader with their parental engagement requirements. NAEYC, ERS and Head Start all emphasize the importance of positive teacher-child relationships, while Pre-K Counts and Keystone Stars do not. While NAEYC and ERS detail the specific roles of the teacher in the children, Head Start implies the same by outlining the need for proper childhood development through support. NAEYC, ERS and Head Start also stress the need for proper child-to-child interactions. Pre-K Counts and Keystone Stars do not highlight the need of child-to-child relationships.

### **Curriculum**

All five of the standards have basic guidelines for curriculum development of their programs. Head Start, ERS and NAEYC emphasize various aspects of early childhood development in their curriculums, such as diversity, reasoning, literacy and social-emotional development. They all also outline the importance of outdoor play and development of fine motor skills. However, ERS and NAEYC standards include defined subject areas that need to be focused on by programs. Head Start standards are based more on themes. Pre-K Counts and Keystone Stars refer to other early learning standards for specific curriculum development.

### **Teaching**

NAEYC and ERS have extensive guidelines for the roles of teachers within early learning programs. Much of these guidelines entail supervision of children, discipline and promotion of the curriculum guidelines outlined above. ERS has a distinct emphasis on the importance of free play. Head Start standards broadly outline the need for teachers to foster early childhood development and support curriculum standards as needed. Pre-K Counts and Keystone Stars do not have any guidelines concerning teaching or the roles of teachers.

### **Assessment**

NAEYC, Keystone Stars, Pre-K Counts and Head Start all have requirements on assessment of student progress. NAEYC, in particular, stresses the importance of a written assessment system that must be properly communicated to parents of the children. NAEYC also has requirements for the programs to evaluate and adapt their curriculum based on the results of these assessments. Keystone Stars, NAEYC and Head Start standards emphasize the need for staff assessment and development based on the results. ERS has no requirements on assessment of its programs.

### **Health**

NAEYC, ERS, and Head Start highlight the importance of preventing the spread of contagious disease. These regulations include mandating immunizations for staff and children and practicing proper hygiene and cleanliness in the classrooms. NAEYC and Head Start also have regulations that mandate the availability of specific healthcare professionals such as nurses and first-aid certified staff. NAEYC, ERS and Head Starts emphasize nutrition standards within their programs. NAEYC also has a point on maintenance of a healthy environment. Keystone Stars and Pre-K Counts do not have any guidelines around health.

### **Staff**

NAEYC, Keystone Stars, Head Start and Pre-K Counts emphasize the importance of qualified teaching staff for their programs. Pre-K Counts especially emphasizes the need for Lead teachers to have roots within the community the program serves. NAEYC has additional guidelines on the training of teachers. NAEYC, Head Start and Pre-K Counts also require teaching aides in specific circumstances. ERS standards only highlight the opportunity for professional growth for the staff of its programs.

### **Families**

All of the standards include provisions that require effective communication between programs and the families they serve. NAEYC, Head Start and Pre-K Counts all require programs to incorporate and engage in child development philosophies of each of the parents. Keystone Stars 3 and 4 standards require programs to engage parents in development of programs curriculum and learning goals. Head Start emphasizes the importance of utilizing parents as key community liaisons. Pre-K Counts, Head Start and NAEYC also stress the importance of a smooth transition from early learning centers to kindergarten through parental engagement.

### **Communities**

ERS standards on community engagement are very minimal with the only requirement of programs providing parents with community resources if needed. All the other standards include extensive criteria for ensuring effective community engagement between parents and partners. NAEYC, Keystone Stars, Head Start and Pre-K Counts require programs to have a written plan outline a protocol for connecting resources. They also require programs to set up and maintain partnerships with other community organizations. NAEYC, Keystone Stars 3 and 4 and Pre-K Counts encourage programs to provide training opportunities for local organizations on early learning topics.

### **Physical Environment**

NAEYC, ERS and Head Start have standards on availability and quality of outdoor and indoor play equipment for children. All three emphasize the need for equipment to be accessible and inviting to children. NAEYC and ERS standards include requirements for efficient and inviting spatial arrangement of classrooms. Keystone Stars and Pre-K Counts do not have any requirements regarding physical environment.

### **Leadership and Management**

Leaders of NAEYC, Keystone Stars 3 and 4 and Head Start programs must meet specific training requirements as set by each entity. All three entities require their programs to have a qualified administrator. These leaders are expected to review goals and missions for their programs and update them as needed according to all three standards (NAEYC, Keystone Stars and Head Start). NAEYC, Keystone Stars, Head Start and Pre-K counts require their programs to have written policies regarding disaster and hazard management. NAEYC emphasize prompt reporting of instances of child abuse or neglect. NAEYC, ERS, Keystone Stars and Head Start detail criteria for administrators to supervise staff and stress the importance of following specific staffing procedures.

### **Appendix L: Authentic Assessment for Pre-K**

Pennsylvania has approved several developmentally-appropriate, observation based assessment tools that are aligned with its early learning standards and curricula. For Pre-Kindergarten these are the Early Learning Scale (ELS) developed by the National Institute for Early Education Research (NIEER)/ Lakeshore and the Work Sampling System (WSS) offered by Pearson. For children from birth to five approved assessment tools include Teaching Strategies LLC: Teaching Strategies GOLD® and High/Scope COR Advantage. (Providers that serve birth to five year-old children may prefer using the latter to track progress continuously over five years.) Most are available to providers at rates negotiated by the State.

The Commission recommends that Philadelphia's Pre-K Plan follow the current assessment requirement for Pennsylvania Pre-K Counts. This consists of assessments using an authentic observation tool<sup>33</sup> and child outcomes reporting at least three times during the school year. The Work Sampling System is already used by the vast majority of high-quality Pre-K providers who are supported by Head Start, Pre-K Counts or subsidy.<sup>34</sup> To ensure overall data quality and avoid bias against English /Dual Language Learners and children with special needs, the Commission also recommends required training in the use of these tools for teachers who have not been trained since 2012-2013.

### **Appendix M: Early Childhood Education Teachers 2.0: Strategies to Transform the Profession**

The Early Childhood Education Workforce Transformation Initiative (ECEWTI) is a partnership between Delaware Valley Association for the Education of Young Children (DVAEYC), Montgomery Early Learning Centers (MELC), and Public Health Management Corporation (PHMC) to study the early childhood education sector and develop strategies that will result in a larger, more skilled, and more stable workforce.

### **Recommendations<sup>35</sup>**

ECEWTI identified strategies to address misalignment in the early childhood sector. Successful implementation of these strategies will only be possible with the realization of significantly increased public funding for the early childhood education (ECE) sector.

1) Teacher Recruitment

- a. Support ECE teacher affinity groups (males, Latinas, etc.) to expand opportunity for new populations to enter the workforce
- b. Introduce middle school students to the ECE career and education pathway while expanding high school CDA programs
- c. Create volunteer opportunities within ECE for high school students
- d. Introduce students in teacher preparation programs to the ECE career and education pathway to promote teaching in the early childhood sector as a viable alternative to teaching in elementary schools
- e. Partner with the Office of Child Development and Early Learning (OCDEL) to create local experts fluent in current Pennsylvania Department of Education (PDE) regulation around teacher certification, including intern certification and reciprocity for teachers certified in other states

2) Teacher Preparation

- a. Convene local higher education institutions, public leaders, ECE employers, and ECE experts to develop a coalition of IHEs, supported by stakeholders working to implement, test, refine, and promulgate strategies relating to IHE preparation of teachers
- b. Create a process for IHEs to access funds and other supports in order to meet a set of standards that reflect best practices in preparing ECE teachers
- c. Create a website to serve as a comprehensive source of comparable and actionable data regarding local teacher preparation programs
- d. Leverage Pennsylvania's existing professional development (PD) resources to promote best practices in credit-bearing PD
- e. Leverage new federal education and workforce development regulation in support of innovative ECE teacher preparation programs

3) Teacher Retention and Advancement

- a. Provide technical assistance to providers in operating more efficiently and drawing down multiple sources of funding so that they can direct more funding to staff compensation
- b. Work with OCDEL to ensure that child care subsidy rates are based on cost calculations that include appropriate salaries
- c. Fund research to pilot and study the impact of the integration of occupational health and safety practices (wellness, stress reduction, and self-care) into ECE settings
- d. Increase access to credentials for incumbent workers through:
  - i. Apprenticeship programs that tie increased skill/education attainment to higher wages
  - ii. Credit for prior learning options that accelerate education pathways

- e. Study the impact of career advising and tuition assistance programs in helping teachers earn Bachelor degrees and teacher certification.

**Appendix N: Family Cost of Care by Percentage of Federal Poverty Line**

**Table 15: Family Costs for Quality Child Care**

<b>300% FPI</b>	<b>Family Size</b>	<b>Gross Pay</b>	<b>Est. Weekly Net</b>	<b>Cost of quality child care</b>	<b>Percentage of Household Income</b>
	2	\$47,790.00	\$762.80	\$288.46	37.82%
	3	\$60,270.00	\$962.00	\$550.00	57.17%
	4	\$72,750.00	\$1,161.20	\$550.00	47.36%
	5	\$85,230.00	\$1,360.40	\$550.00	40.43%
	6	\$97,710.00	\$1,559.60	\$550.00	35.27%
<b>325% FPI</b>	<b>Family Size</b>	<b>Gross Pay</b>	<b>Est. Weekly Net</b>	<b>Cost of quality child care</b>	<b>Percentage of Household Income</b>
	2	\$59,737.50	\$953.50	\$288.46	30.25%
	3	\$75,337.50	\$1,202.50	\$550.00	45.74%
	4	\$90,937.50	\$1,451.50	\$550.00	37.89%
	5	\$106,537.50	\$1,700.50	\$550.00	32.34%
	6	\$122,137.50	\$1,949.50	\$550.00	28.21%
<b>350% FPI</b>	<b>Family Size</b>	<b>Gross Pay</b>	<b>Est. Weekly Net</b>	<b>Cost of quality child care</b>	<b>Percentage of Household Income</b>
	2	\$71,685.00	\$1,144.20	\$288.46	25.21%
	3	\$90,405.00	\$1,443.00	\$550.00	38.11%
	4	\$109,125.00	\$1,741.80	\$550.00	31.58%
	5	\$127,845.00	\$2,040.60	\$550.00	26.95%
	6	\$146,565.00	\$2,339.40	\$550.00	23.51%

**Table 16: Cost of Quality Care by Family Size**

family size	Gross Pay	Weekly gross	Estimated weekly net	Cost of high quality child care	percentage of income
2	\$47,790.00	\$919.04	\$735.23	\$288.46	39.23%
3	\$60,270.00	\$1,159.04	\$927.23	\$550.00	59.32%
4	\$72,750.00	\$1,399.04	\$1,119.23	\$550.00	49.14%
5	\$85,230.00	\$1,639.04	\$1,311.23	\$550.00	41.95%
6	\$97,710.00	\$1,879.04	\$1,503.23	\$550.00	36.59%

**Table 17: 2016 Federal Poverty Level Chart**

**2016 Federal Poverty Level Chart\***

The Department of Health & Human Services (HHS) issues poverty guidelines that are often referred to as the “federal poverty level” (FPL). Federally-facilitated Marketplaces will use the [2016 guidelines](#) when making calculations for the insurance affordability programs starting November 1, 2015.

Household Size	100%	138%	150%	200%	250%	300%	400%
1	\$11,770	\$16,242	\$17,655	\$23,540	\$29,425	\$35,310	\$47,080
2	\$15,930	\$21,983	\$23,895	\$31,860	\$39,825	\$47,790	\$63,720
3	\$20,090	\$27,724	\$30,135	\$40,180	\$50,225	\$60,270	\$80,360
4	\$24,250	\$33,465	\$36,375	\$48,500	\$60,625	\$72,750	\$97,000
5	\$28,410	\$39,205	\$42,615	\$56,820	\$71,025	\$85,230	\$113,640
6	\$32,570	\$44,946	\$48,855	\$65,140	\$81,425	\$97,710	\$130,280
7	\$36,730	\$50,687	\$55,095	\$73,460	\$91,825	\$110,190	\$146,920
8	\$40,890	\$56,428	\$61,335	\$81,780	\$102,225	\$122,670	\$163,360

<sup>1</sup> Madison Underwood, “Birmingham voters approve 3-mill property tax increase to fund arts, music, Pre-K in schools”, available at [http://www.al.com/news/birmingham/index.ssf/2015/02/three-quarters\\_of\\_birmingham\\_v.html](http://www.al.com/news/birmingham/index.ssf/2015/02/three-quarters_of_birmingham_v.html).

<sup>2</sup> “City of Chicago is Awarded \$600 Million for Early Childhood Education Programming”, January 6, 2015, available at [http://cps.edu/News/Press\\_releases/Pages/PR1\\_01\\_06\\_15.aspx](http://cps.edu/News/Press_releases/Pages/PR1_01_06_15.aspx).

<sup>3</sup> Malcolm Burnley, “Denver May Be First City to Do Something About Runaway College Debt”, Next City, September 3, 2015, available at <https://nextcity.org/daily/entry/college-debt-high-tuition-help-denver-sales-tax>.

<sup>4</sup> Halley Potter, “Lessons from New York City’s Universal Pre-K Expansion- How a focus on diversity could make it even better”, May 13, 2015, The Century Foundation, available at [www.tcf.org](http://www.tcf.org).

<sup>5</sup> Frances Martel, “Andrew Cuomo Kills De Blasio Universal Pre-K Tax with \$300 Million Deal”, Breitbart, March 30, 2014, available at <http://www.breitbart.com/big-government/2014/03/30/cuomo-kills-de-blasio-universal-pre-k-tax-with-300-million-deal/>.

<sup>6</sup> Maria Luisa Cesar, “Cities come calling to watch S.A. preschool program”, San Antonio Express, February 2, 2014, available at <http://www.expressnews.com/news/education/article/Cities-come-calling-to-watch-S-A-preschool-5198672.php>.

<sup>7</sup> **Proposition 10 Funding**, available at <http://www.first5sf.org/about/about-us/>.

<sup>8</sup> Lindsey Rogers, “State of the State: Bentley makes case for tax increases”, WFSB 12 News, April 2, 2015, available at <http://www.wsfa.com/story/28242201/governor-to-deliver-state-of-the-state-address-tonight>.

<sup>9</sup> Hannah Colton, “State Pre-K slated for elimination in governor’s budget plan”, Alaska Public Media, December 23, 2015, available at <http://www.alaskapublic.org/2015/12/23/pre-k-program-eliminated-in-proposed-state-budget/>.

<sup>10</sup> Ashley LiBetti Mitchel, “The Problem With Building Programs on Sin Taxes”, available at <http://aheadoftheheard.org/the-problem-with-building-programs-on-sin-taxes/>.

<sup>11</sup> “More States Find Virtue In ‘Sin Taxes’, New Way to Pay for Early Education”, available at <http://nieer.org/publications/more-states-find-virtue-%E2%80%98sin-taxes%E2%80%99-new-way-pay-early-education>.

<sup>12</sup> Diana Stone, “Funding the Future: States’ Approaches to Pre-K Finance 2008 Update”, Pre-K Now Research Series, February 2008.

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- <sup>29</sup> *Ibid*
- <sup>30</sup> “2015 Report of the UPSTART Program,” *Waterford Research Institute*, 2015, <http://www.schools.utah.gov/CURR/pre-schoolkindergarten/UPSTART/2015Waterford.aspx>.
- <sup>31</sup> *Ibid*
- <sup>32</sup> *Ibid*
- <sup>33</sup> Classroom observation
- <sup>34</sup> A separate version of WSS is available which includes additional components for Head Start.
- <sup>35</sup> For more information visit: [http://melc.org/wp-content/uploads/WPF-report-march-16\\_formatted2.pdf](http://melc.org/wp-content/uploads/WPF-report-march-16_formatted2.pdf)